

Point of View

By Charles R. Larson

I HAVE ACCEPTED THE REALITY that a new novel costs around \$20 and a scholarly tome probably \$35 or more. I grumble at the prices and sometimes try to buy books at one of the discount bookstores, although they rarely have the works I want. There's no true escape from the prices, since books are an occupational necessity, as well as the only means for satiating my addiction to reading. At least I know they won't kill me.

Increasingly, however, I do not see my university students sharing the same dependency. At the beginning of each semester, they grumble over the prices of the books that I assign for my literature courses. If I assign a dozen or more titles in paperback for just one course, students often have to pay as much as \$120 for those books.

Multiply that by five or six courses and the figure is overwhelming. Not all courses in all disciplines require that many books, of course, but I'm told that mathematics and science textbooks typically cost \$50 or \$60 each. Students tell me that it's quite easy to spend \$500 on books for a semester. When the term is over, students can hardly wait to get to the bookstore to learn what they'll be paid for their used texts.

The high cost of books used in the classroom is discouraging students from building personal libraries and ultimately may discourage them from reading altogether. Students now regard books as luxury items or mere commodities instead of seeing them as precious artifacts to be saved as reminders of what they learned in an interesting course. Even English majors tell me that they don't save their books but try to sell them back to the bookstore. I can't imagine a humanities major graduating without having acquired a library of great works to reread later in life.

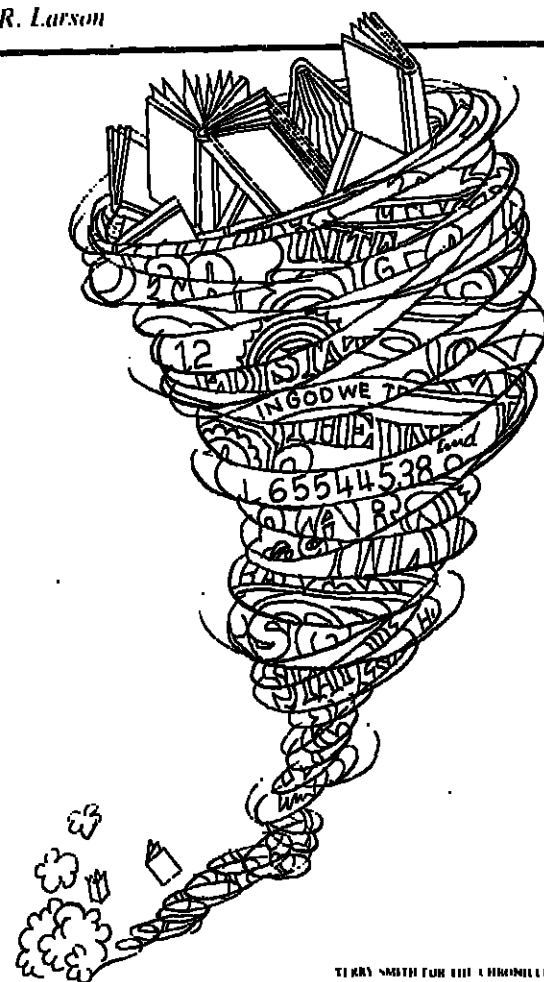
I realize that publishers need to make a decent profit just like everyone else. But do they have to charge outrageously high prices for literary works that are steady sellers, thanks to the education market? For example, the price of Alain Robbe-Grillet's *The Erasers*, which I've been assigning for a course on the modern novel, jumped from \$4.95 several years ago to \$12.95 after the last reprinting.

Students respond to high prices mostly by trying to avoid buying assigned books. They share books when they can, so they often haven't read a work by the day it is to be discussed. They search through used-book stores or go to local libraries to borrow copies. Books that I put on reserve in the university library are read to shreds. Many students simply photocopy entire books; they wind up paying only about half of what they'd have to pay for a short novel such as *The Erasers*.

It is unlikely that publishers want to sabotage their profits by encouraging students to photocopy books or want to promote, albeit inadvertently, infringement of copyrights. Yet I find it hard to blame students. And I cannot justify the \$12.95 price for Robbe-Grillet's novel; I'll never assign the book as required reading again.

What particularly bothers me is the fact that many publishers raise a book's price every time they reprint it, even if that happens every year. In another course that I teach on the development of the novel—for which I assign 14 books—the price of a volume of essays called *The Theory of the Novel* rose from \$3.50 in the mid-70's to \$14.50 a couple of years ago. The price goes up with each reprinting, and yet not one word has been changed. It's not a revised edition with fresh material, but the same old book first published in 1967. Time to find a replacement.

Publishers often raise book prices even when the only changes have been cosmetic, such as a new cover. For years in my course on the novel I was able to use the edition of Virginia Woolf's *Mrs. Dalloway* that I had read as an undergraduate. I bought my hardback edition—its binding sewn, not glued—for \$1.40 in 1959. I've even kept the sales receipt to use as a bookmark and also to show students what books cost in the Dark Ages. Their mouths drop open. Unfortunately, the novel now has been reissued in a new format and repaged. The current hardback edition costs \$17.75; the

Book Buying:
a Luxury
for the Rich?

paperback sells for \$7.95. Virginia Woolf's heirs must be delighted with the royalties flowing into her estate.

My guess is that the estates of other 20th-century writers, such as Hemingway, Fitzgerald, Faulkner, Camus, and Flannery O'Connor are flush with annual income far exceeding what these writers typically earned while they were alive. Twenty-two years ago when I edited an anthology of short stories, I was outraged to learn that the permission fee for one of Flannery O'Connor's stories would be \$500. I doubt that O'Connor was ever paid that much for a story during her entire life. I only regret that she can't benefit from the money now pouring into her estate.

Reprinting literature has become increasingly expensive because of the enormous reprint fees demanded by publishers and authors' agents. That \$300 fee for reprinting Flannery O'Connor's story was at the high end of the range in 1969, when other stories could be acquired for \$25 or \$30. Today, however, \$500 is the going rate for reprinting most short stories, including those by completely unknown writers. For a volume of 125 short stories that I currently am co-editing with my wife, we're paying \$5,100 for a Hemingway story and \$2,700 for one by Fitzgerald. It looks as if the \$50,000 permissions budget will not be adequate. No wonder the anthology probably will cost at least \$20 (although compared to the price of a paperback novel, that still looks like a bargain).

The publisher of our anthology already has informed us that two years after the book is published a new edition will be needed. When we questioned the necessity for this, we learned an interesting fact. Anthologies are not reissued because they become outdated. They are reissued to keep publishers' sales up; otherwise, after only one academic year, the number of used copies available in campus bookstores reduces the sales of new copies by 50 per cent.

What an awful muddle this has become. Students won't keep their books but sell them back to campus bookstores, often for a fraction of what they paid origi-

nally. Bookstores resell the used copies, dramatically reducing the sales of new copies. The permissions for the next edition need to be renegotiated at higher fees (since authors and their agents consider each subsequent edition a new book), and book prices continue to rise with each new edition to cover the costs of higher permission fees.

Although publishers and authors win temporarily in this upward spiral, they lose in the long run, because the message reaching students—who are, after all, potential lifetime buyers of books—is that books are not worth acquiring and saving because they cost too much. If books are not worth acquiring, it won't be long before students conclude that books are not worth reading.

I confess that I do not know exactly what can be done about the cost of books for the education market. I do know, however, that there is little justification for the endless string of new editions of textbooks that go up and up in price. What would happen if some publisher kept a decent anthology in print, at a reasonable price, year after year? Would students keep the book instead of trying to dispose of it immediately? I'd like to think so. Could living authors break the escalation of reprint fees for their works by agreeing on some reasonable amount that their heirs could charge? Shouldn't the literary organization PEN or some other writers' group debate the matter?

Some years ago, the National Endowment for the Humanities began financing the editing and reprinting of works of major American writers for a uniform series of editions that became known as the Library of America. The volumes, which now include nearly 100 titles, are issued in handsome cloth editions and printed on acid-free paper. The garbled texts of many of our early writers (Faulkner, Wright, Twain) have been corrected and standardized. These books are increasingly assigned in many graduate courses.

But since these volumes cost \$35 each and typically run more than 1,000 pages, they are hardly enticing to the general reader. One of the original goals of the undertaking was to make classic works easily available in affordable editions. This objective has not been realized, except with a few selected titles that have been reprinted in inexpensive editions. One reason for the high price of the series is that many of the works are by 20th-century writers and therefore are still controlled by copyright. One hopes, however, that someday these editions will be issued at lower prices for all readers.

THE PUBLISHER who could undertake such a venture may already exist. In 1990 Dover Publications began issuing a series of "thrill editions" at the incredible price of \$1 each. *Heart of Darkness*, *White Fang*, *The Turn of the Screw*, *Ethan Frome*, Shakespeare's *Sonnets*, and 50 other titles have already appeared, with others scheduled for the future. It is too soon to know whether Dover can make the series cost-effective, but given proper distribution (and if bookstores will stock these books at such bargain-basement prices), I do not see how the series can fail. Production costs restrict these \$1 books to no more than 160 pages and require that they be in the public domain, to avoid reprint-permission fees.

Maybe Dover could expand its series or other publishers could try the same tactic. Maybe a publisher could produce books of up to 320 pages for \$2. (Hawthorne? Twain? Thoreau?) Perhaps works of up to 480 pages (by Melville, Dickens, Dreiser, and so on) could be sold for \$3.

In any case, one can only praise Dover's response to the spiraling cost of books and welcome the series as a hopeful breakthrough in pricing. If nothing else is done, it won't be long before books become luxuries for the rich and the elite rather than necessities for every educated person's life.

Charles R. Larson is professor of literature at the American University.

THE CHRONICLE
of Higher Education.March 18, 1992 • \$2.75
Volume XXVIII, Number 28Quote,
Unquote

News Summary: Page A3

"Last time I checked, we had a recession with eight million to nine million people unemployed and what we are saying to them, in effect, is, 'Sorry, you can't get involved.'"

A New York Congressman, on the announcement that magnets for the SSC will be built overseas: A25

"Our colleges and universities should reclaim one of their earliest purposes—to educate and inform students concerning the spiritual and religious underpinnings of thought and society."

An associate professor of psychology, on the importance of religious education: A60

"The institution that actually helps its students excel is one that expects sweat and toil from them."

The Assistant Secretary for postsecondary education: A28

"Programs supported by the United States should be based on mutual benefit and should not simply be responses to the economic plight of former Soviet Union specialists and institutions."

A report urging the U.S. to revitalize the scientific enterprise in the former Soviet Union: A47

"The situation is as bad as I had anticipated: We are so far from being equitable, it's pathetic."

A director of women's athletics, on a sex-equity study by the NCAA: A1

"You have absolute freedom to do what you want to do at the university. It's not because the system is liberal and permissive, but because nobody cares."

A professor at Budapest U. of Economic Sciences: A50

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'A MORAL ISSUE,' NCAA DIRECTOR SAYS

Men Get 70% of Money Available for Athletic Scholarships
at Colleges That Play Big-Time Sports, New Study Finds

By DOUGLAS LEDERMAN

Men's teams receive almost 70 per cent of the athletic-scholarship money, 77 per cent of the operating money, and 83 per cent of the recruiting money spent by colleges that play big-time sports, according to a study on sex equity by the National Collegiate Athletic Association.

The long-awaited report of that study, which was released last week, offers the best portrait yet of how colleges treat their male and female athletes. Not surprisingly, given the long and bitter battle over athletic opportunities for women, observers saw what they wanted to in the survey results.

Advocates for women's sports said the study showed clearly that the average Division I college was in violation of Title IX of the Education Amendments of 1972, the laws that bar sex discrimination at institutions that receive federal aid. The advocates said that women deserve a far greater slice of athletic resources than they now get, since they account for more than half of the students at the colleges surveyed.

"The situation is as bad as I had anticipated," said Mary Lou.

Many Colleges Report Increase in Applications for Next Fall

By MICHELE N-K COLLISON

Many colleges and universities report an upsurge in applications for admission in the fall, despite a depressed economy and a decline in the number of people graduating from high school this year.

Private colleges report increases of as much as 27 per cent over last year, while some public colleges report increases of up to 10 per cent. Not all of the increases may be as impressive as they may appear, however, since they follow a year in which some colleges—primarily private ones—saw their applications dip between 5 and 16 per cent.

In addition, despite the increases at many institutions, some public and private colleges are experiencing small declines in the number of students seeking admission for the fall.

'More Savvy This Year'

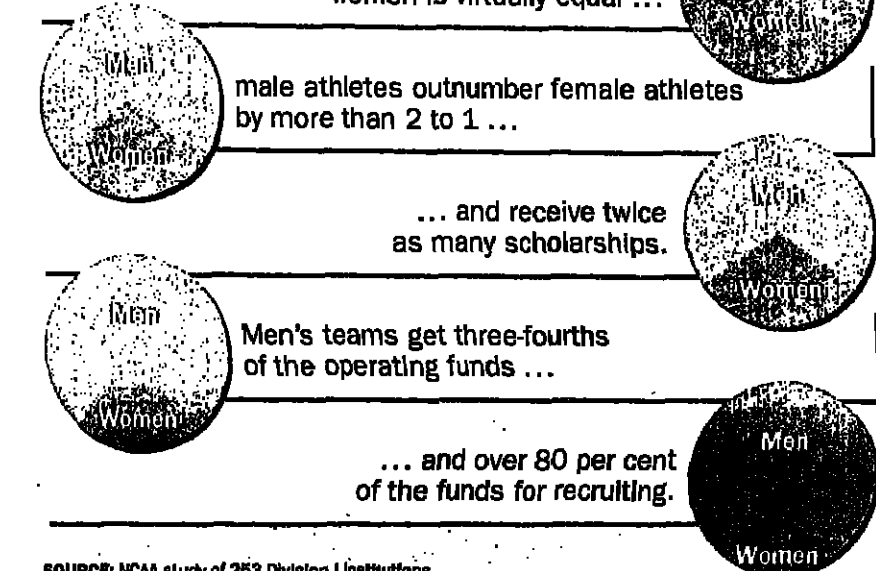
Many admissions officials and counselors believe some students are applying to one or two more institutions than in years past. Students are well aware that there are fewer high-school seniors this spring, making the college-admissions process less competitive.

"I think that students are more savvy this year," says Rebecca H. Hanson, a college adviser at Roland Park Country School in Baltimore. "They heard it was easier to get into some schools last year, so they decided this was a good year to apply to their reach schools."

A "reach school," in counselors' parlance, is one that may be highly selective and hence a long shot for many applicants.

How Men and Women Fare in College Athletics

Although the total enrollment of men and women is virtually equal ...



SOURCE: NCAA study of 263 Division I institutions

GRAPHIC BY JIMMY K. GILBERT

lance, is one that may be highly selective and hence a long shot for many applicants. Others think many students who need financial aid are applying to a number of institutions, because of a belief that more students will be admitted according to their ability to pay. Students are said to be worried about reports that selective colleges, which are concerned about the rising costs of financial aid, are retreating from pledges to give students all the help they need to pay their bills.

"There is a perception that if you are applying for financial aid you need to cover yourself in terms of applications because many colleges have backed off giving full funding for financial aid," says Mary Lou.

Continued on Page A34

Record Highs for Enrollment of Minority Students

In 1990, the college enrollment of members of all minority groups reached record highs. Minorities accounted for 19.2 per cent of the nation's 23.7 million college students.

The figures were compiled by the U.S. Department of Education in the annual survey of the national enrollment of students in colleges and universities.

From 1988 to 1990, the number of minority students enrolled in colleges and universities increased 10 per cent, while the total enrollment of all students increased 10 per cent.

The enrollment of foreign students in the United States also rose, with a 10 per cent increase in the number of students from Asia and the Pacific region.

The enrollment of Hispanic students increased 11.5 per cent to 1,038,000. The enrollment of African American students increased 10.8 per cent to 1,038,000. The enrollment of American Indian students increased 10.8 per cent to 1,038,000. The enrollment of Native Hawaiian students increased 10.8 per cent to 1,038,000.

MARGINALIA

Program announcement from the Northeast Regions Conference of the Association for Continuing Higher Education:

"While the traditional college age population declines, [Fairleigh Dickinson University's] successful Success Adult Degree Program continues to grow exponentially. . . . The program is administered using resources and staff from all areas of the university to prevent duplicity."

So that's what it takes!

From *Computing Digest*, a newsletter at San Diego State University: "Thanks to the efforts of staff, faculty and University Computing Services (UCS) systems and operations members the CYBER 830A mainframe computer is no longer in operation." Congratulations, all!

News item in *Showcase*, a paper serving Jacksonville, Ill.: "Illinois College, the small liberal arts college in downstate Jacksonville, stands out as a giant among the state's larger colleges and universities in terms of endowment."

"This is one of the conclusions that can be drawn from the rankings of the nation's largest college and university endowments featured in the Feb. 12 issue of the *Chronicle of Higher Education*."

Watch for its sister publication, *The Chronicle of Modest Annual Gifts*.

From a professor's obituary in *The Seattle Times*:

"He received his bachelor's and master's degrees in electrical engineering at Stanford University while playing clarinet in local dance bands."

Stanford was a lot more lenient in those days.

The campus food services at Indiana University at Bloomington have a form headed

BACK CLEANING SUPPLIES REQUISITION

with which one can order "highly concentrated rinse additive," "lime & scale remover," and "heavy duty degreaser."

Advance Notes, a paper about the new Alumni and Development Systems software at Duke University, tells us:

"The system includes many features designed to make the maintenance and inquiry functions easy to use. These include:

"—the ability to look up the identity of a constituent by name, by using part of their name, by an alias or by an alternate id; . . ."

Computers know everything about people, these days.

In Brief

Campus holds service after cross burning

BLOOMSBURG, PA.—More than 2,000 people attended a candlelight prayer service on the campus at Bloomsburg University of Pennsylvania (right) following a cross burning here.

Earlier this month a two-foot-tall cross made of wood and rags was found burning on the steps of the institution's main administration building. Police are investigating the incident.

University officials have sent a letter to all students and employees expressing their outrage over the incident and saying the institution will not tolerate racial intimidation or harassment. About 4 percent of the university's 7,600 students are black.

The prayer service, planned by two campus ministers, was intended to unite the community against racism, a university spokesman said.



Community-college dean resigns amid charges

HUNTINGTON BEACH, CAL.—The top administrator of a community college's satellite campus has announced his resignation amid an investigation into charges that he sexually and physically harassed some of his employees.

George P. Melican, who has been dean at the Huntington Beach satellite campus of Coastline Community College for nearly two years, has been on leave since last month, when 112 employees filed a complaint with the Coastline Community College District. The complaints were filed by faculty members, technical workers—nine women and one man—a district official.

The district has agreed to continue paying Mr. Melican his salary of \$72,600 while he remains on leave until June 1, when his resignation becomes effective.

Two employee unions pushed the pay arrangement, but for Mr. Melican to resign immediately without further compensation. The district dropped its investigation into Mr. Melican's behavior after he announced his resignation; the unions urged that the district complete the inquiry.

Crowded fraternity sparks riot at Berkeley

BERKELEY, CAL.—About 100 people went on a looting spree down Berkeley's best-known thoroughfare after hundreds turned away from a crowded fraternity dance on the University of California campus here.

The hour-long rampage on Telegraph Avenue resulted in gunfire and broken store windows. Rocks and bottles were tossed at police, who arrested people on rioting and looting charges. Store owners said they had lost about \$15,000 in merchandise. The crowd became angry and moved off the campus after the doors were closed to the Berkeley Ballroom in the Student Union.

Corrections

In an article on debates over colleges' use of symbols considered offensive by many Americans (*The Chronicle*, Jan. 28, 1992), the name Dartmouth College was incorrectly spelled. The correct name is the Big Green.

An article about students' fees at City University of New York (*The Chronicle*, Feb. 11) stated the amount of the fee incorrectly. It is 85 cents per semester.

Professor donates statue of Walt Whitman to city

CAMDEN, N.J.—A Rutgers University professor is putting the finishing touches on a larger-than-life sculpture of Walt Whitman that will commemorate the poet on the 100th anniversary of his death. "Whitman With Butterfly," was created by John J. Giannotti (left), chairman of the department of art and art history at the university's campus here. The sculpture will stand in the center of a small park in the city, next to the house where Whitman lived for the last 18 years of his life.



University to compensate black job applicants

COLLEGE PARK, MD.—The University of Maryland has agreed to pay \$230,000 in compensation to up to 267 black applicants who the Department of Labor says were denied jobs because of their race. The department said an investigation of the university had revealed a "statistically significant difference" between the rates at which black and white applicants for clerical positions were offered employment. The university also will now offer jobs to about 60 of the applicants.

University doctor must return \$250,000

CINCINNATI — A Hamilton County judge last week ordered the former chairman of the University of Cincinnati's Department of Orthopaedic Surgery to return about \$250,000 to a company set up by orthopedic surgeons at the university to support their private practices.

University officials had accused Clark Hopson of writing a check for \$150,000 to himself on the company's account and writing other checks to his lawyer and to a company he owns.

Dr. Hopson resigned in January as chairman of the department and as head of the university's Orthopaedic Development Foundation. University officials are investigating foundation loans of \$89,000 to Dr. Hopson and \$252,000 to a company he owns. Dr. Hopson's lawyer said the payments were in support of the foundation's "charitable purposes."



Students spend spring break in the fields

APOPKA, FLA.—Ten students from Trinity College in Washington, D.C., toiled in fields here picking plants instead of lying on the sunny beaches of Florida during their spring break last week.

For the seventh year, Trinity students traveled here to work with migrant farm workers who pick ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school. Students passed out leaflets before last week's Florida Presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

Radioactive metal near campus is removed

ATLANTA—Emory University has unearthed and removed a fist-sized chunk of radioactive cesium that was buried in a park adjacent to the campus in the 1960's.

The university shipped the cesium, which had been used by Emory scientists to conduct radiation research until 1968, to a special disposal site in Nevada.

In 1989 the state's Environmen-

tal Protection Division said the cesium posed unnecessary risks to the environment and called for its removal. But university officials insisted that the cesium, which was encased in a pipe, posed no immediate hazard.

"The state said if we weren't using it, we ought to get rid of it," said John H. Richardson, director of Emory's Office of Environmental and Occupational Safety and Health. "It's that simple."

The university also is searching for chemicals believed to have been buried in the park in 1974.



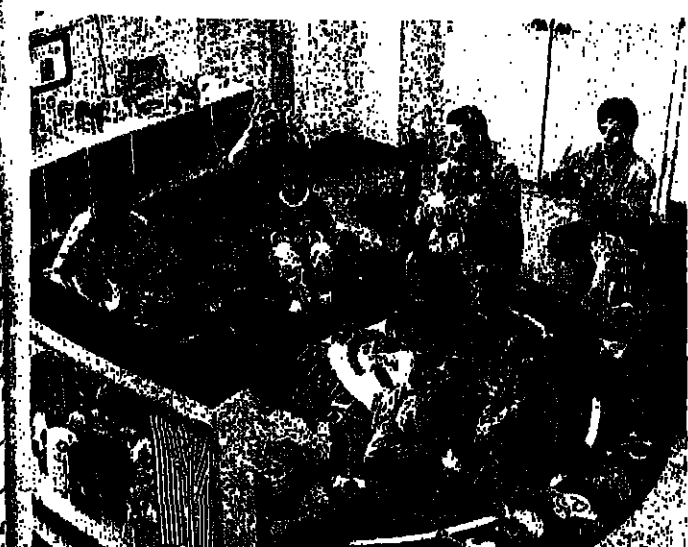
University penalizes Davis marching band

DAVIS, CAL.—The student-run marching band at the University of California here has been placed on administrative probation after a female member complained of sexual harassment and hazing.

The student, Julie Graham, said in her complaint that the California Aggie Marching Band (above) used rituals, cheers, and initiation

rites that were sexually offensive. For example, she said members were forced to state their sexual preference in initiation rites.

Ted Adams, director of student affairs at Davis, said the charges involved "illegal behavior." During its probation, which will end when the university is satisfied that the behavior has stopped, the band can continue making appearances. But its future activities will be restricted if it fails to address the charges, a university spokeswoman said.



Family College' for both parents and children

NEW YORK—College students can attend classes with their children at the Family College, which opened this month at Kingsborough Community College.

Designed for families who receive public assistance, the Family College allows parents to come to school with their children in a building on the campus and eat breakfast with them. After breakfast, the youngsters attend classes in one part of the building and par-

ents take college courses in another.

The program, operated under auspices of the City University of New York and the New York City Public Schools, began with 17 college students and 18 pre-kindergartners. Officials hope to open similar programs at as many as three other community colleges by fall, and plan to provide schooling eventually for children through the second grade.

PORTRAIT

Anthropology at Winner's Gym

By COURTNEY LEATHERMAN
BURLINGTON, N.C.

Anne Bolin is bending forward slightly, lifting two 15-pound dumbbells out to her sides, shoulder level, about 10 times. She stops and bums a few Advil, still sore from yesterday's workout. She swallows the pain killers, then goes back for a few more sets of the exercise.

She's working on her deltoids. And her research.

Ms. Bolin is an assistant professor of anthropology and sociology at Elon College. She's here at Winner's Gym, a few miles from the campus, because she's currently studying the culture of female, competitive body builders. And, taking the participant-observer mode of ethnography to its extreme, she is what she studies.

In November she won the overall competition in the Elite Muscle Classic, an amateur contest in Greensboro, N.C. The four-foot-tall trophy joins seven others, along with some dumbbells and a stationary bike, in a mini body-building shrine in her home.

Beyond the Awards

She never expected to compete. "I first went into a gym to be a participant observer, to see what women I could meet, to see what this was all about," she says. Within two years, she was competing.

She took second place in her first amateur contest in 1988. The following year she won the lightweight division in the Miss Colorado competition, where she lived at the time. But her interest in the sport goes beyond the awards.

Female body builders, Ms. Bolin says, are pushing perimeters—their own bodies, the sport's, and society's notions of femininity.

She explains some of those concepts in a chapter she contributed to a forthcoming book, *Body Counts: Deciphering Scripts of Gender and Power*, to be published by Rutgers University Press. In it, she describes female body building as "a sport which sexualizes gender relations, reflects traditional notions of femininity, actively rebels against these in terms of challenging the cultural construct that muscularity and femininity are mutually exclusive, and, finally, contributes to the ongoing larger redefinition of femininity and womanhood."

The sport has done more than redefine Ms. Bolin's body, enabling her to support 185 pounds on her shoulders while squatting dozens of times. "The stronger I got, the less fearful I got," says Ms. Bolin, who is 5 feet, 4 inches tall.

She adds: "There's a certain amount of fear women are confronted with in their daily, mundane lives. It is so empowering to begin to feel a physical mastery of the world," she says. "I have never had that in my life. As an academic, I've been completely disembodied—a brain, a head."

The sport may have been foreign to her, but the discipline and the competition were not. "What you do to compete in body building is very regimented, very ascetic, and very disciplined," she says. "It requires all the exact same things I



Anne Bolin: "I first went into a gym to be a participant observer, to see what women I could meet, to see what this was all about."

did to get a Ph.D." She adds: "The only difference is, exploring the mind is validated in our society, whereas exploring the body in this way and achieving in the area of the body is not so legitimized."

Ms. Bolin has long been interested in issues of the body and gender. She has taught such courses at Elon as "Social Perspectives on Women and Men" and "Sex and Society." (Some of her students, she says, call her *The Terminator* or *Dr. Death*.) In her syllabus for "Sex and Society," she describes the focus as "the urge to merge."

That's a topic—gender blending and blurring—that Ms. Bolin says has long fascinated her. While she was working as a part-time instructor of anthropology at the University of Colorado at Boulder and at Metropolitan State College of Denver, she performed a two-year study of men who were undergoing sex-change treatments and operations. The research provided the basis for her book *In Search of Eve: Transsexual Rites of Passage* (Bergin & Garvey Publishers Inc.).

Working Out at 39

Her interest in female body building came after she and her husband saw the 1985 documentary *Pumping Iron II: The Women*.

"I don't know how I had managed to escape ever being in a gym, but I had never been in a health club or gym in my life," says Ms. Bolin. "And was I intrigued," she adds.

She was intrigued enough to start working out for the first time in her life at the age of 39. "Now why would I do that?" she asks rhetorically, as if addressing her class. Why not just conduct a survey, as people in other disciplines might? "My training is in anthropology,

and the first notion that came to my mind was, I guess I'll start lifting weights and going to the gym."

Becoming a competitor—going through the rituals of the twice-daily workouts four times a week; working out with her partner, C. C. Cowan; following special diets—gives her greater insight into her topic, she says. It allows her to see and experience things an outsider wouldn't. For example, as part of her research, she's talked to competitors about steroid use. She's never used them, but wants to study their significance in society.

Seeking More Muscle Mass

She's already presented several papers about female body builders at academic conferences. But the research will ultimately go toward a book she's writing, *Elegant Ironworkers: Beauties and Beasts in Competitive Women's Bodybuilding*. Ms. Bolin currently is working as co-author of another book about women and sports, and her textbook on human sexuality is being reviewed by a publisher.

At Winner's Gym, wearing black Lycra leggings, Asics running shoes, and a red T-shirt—cinched at the waist by her black weightlifting belt—Ms. Bolin hesitates to pose for a camera.

She's been trying to gain more muscle mass—lifting heavier weights fewer times—and weighs about 130 pounds. By the time of her next competition in June, she will have gradually dropped about 14 pounds, picked out a specially made posing suit, and had her hair and fingernails done. Her muscles will appear "cut" and "ripped," showing the definition and striations that judges look for. Then, she'll be in her "sacred state."

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satellite receivers on more than 20
Pacific islands this month to
determine, for the first time, the
mysterious movements of the
Philippine Sea Plate, a portion of
the earth's crust responsible for
some of the most powerful
earthquakes.

Engineers who are building the world's largest particle accelerator, the \$8.25-billion Superconducting Supercollider, say extensive testing of all of the collider's prototype superconducting magnets has uncovered no problems and indicates that they will perform better than anticipated.

At a recent technical meeting in New Orleans, Joseph R. Cipriano, manager of the project, told the gathering that "every single one of the magnets tested has exceeded, by a substantial margin, its design requirements."

Such performance is critical to the success of the project, located 35 miles south of Dallas, since all of the nearly 11,000 magnets that will direct and focus the supercollider's proton beams must operate perfectly for the accelerator to work.

Thomas O. Bush, head of the supercollider's magnet-systems division, said the prototype magnets, which were built at the Fermi National Accelerator Laboratory in Batavia, Ill., and the Brookhaven National Laboratory in Upton, N.Y., have also shown no adverse effects after being subjected to "accelerated aging tests" designed to simulate the stresses they would experience over 10 to 15 years of operation.

Mr. Bush said the prototype magnets were being assembled at the SSC Laboratory in Dallas so engineers could determine how a large number of them perform in unison. This "string test," he said, is scheduled to begin in August and to be completed by the end of September.

The outcome of that test will be critical to the supercollider's future, since Congress has demanded that the laboratory not move forward with industrial production of the magnets until a successful completion of the string test.

"From a technical point of view, we don't see the string test as a major obstacle," Mr. Bush said.

That's good news to the supercollider's manager, who said that any slippage in the project's 1999 completion date would prove costly. "We estimate that it will cost \$1-million for every day we're late," Mr. Cipriano said.

Scientists at Columbia University are setting up portable satellite receivers on more than 20 Pacific islands this month to determine, for the first time, the mysterious movements of the Philippine Sea Plate, a portion of the earth's crust responsible for some of the most powerful earthquakes.

The satellite receivers will be used to pinpoint the locations of the islands to within a few centimeters. The relative movements of the islands, which include Guam and Saipan, over the next two years will provide scientists with clues to why earthquakes are so frequent along the plate's boundaries—in Japan, the Philippines, and the Mariana Islands.

Scholarship

U.S. Agency Proposes Trial-Like Hearings to Judge Cases of Scientific Misconduct

Reorganization of federal offices that investigate fraud charges is also planned



Nicholas H. Steneck, the panel's chairman: "We don't want to make more work for universities, but we want to raise the stakes if they are not doing their job properly."

Scientists Report Discovery in Southern Africa of Remains of a New Species of Hominoid

Scientists working in southern Africa say they have found the fossilized remains of a new species of hominoid, a group that includes the great apes, gibbons, and humans and their immediate ancestors.

The discoverers named the new species *Otaviapithecus namibensis*, in recognition of Namibia, Africa's newest independent nation.

In the March 12 issue of *Nature*, Glenn C. Conroy, a professor of anatomy, neurobiology, and anthropology at Washington University in St. Louis, and his colleagues estimate that the fossil, comprising part of a jaw and several teeth, is from 12 million to 14 million years old, placing it in the geological period known as the Miocene. The researchers say the fossil provides

the first evidence that a pre-*Australopithecus* hominoid ranged south of Kenya and Uganda on the African continent. *Australopithecus* is the name of a genus with primitive human characteristics that roamed southern Africa from four million until one million years ago.

Most paleontologists believe that that genus was the most immediate ancestor of the genus *Homo*, which includes modern humans.

Until now, no member of the hominoid family from the Miocene era had been found south of equatorial Africa. From their analysis of the fossil, Mr. Conroy and his colleagues conclude that it is unlike any other Eurasian or African hominoid fossil of that era.

—CHRIS RAYMOND

By DAVID L. WHEELER

BETHESDA, Md. The Public Health Service has proposed sweeping changes in how it would resolve charges of scientific misconduct.

Scientists with grants from the NIH Health Service who are charged by the government with research fraud would be offered trial-like hearings before a federal appeals board, under a proposal from the agency.

The proposal would cover university and government researchers supported by the National Institutes of Health, the Centers for Disease Control, and the Alcohol, Drug Abuse, and Mental Health Administration, all of which fall under the NIH.

The agency has also proposed a reorganization of the offices that investigate scientific misconduct.

Agency lawyers have said they need like subpoena power to compel university witnesses to testify at the hearings.

At present, only scientists fighting an agency decision to cut them off from federal research money are offered a hearing. Under the proposed change, details which have yet to be worked out, all researchers who could be sanctioned by the federal government for scientific misconduct would have an opportunity to defend themselves at hearings.

Secretary's Approval Needed

Officials of the health service outline the proposal to the agency's advisory committee on scientific integrity at a meeting that ended last week. Before the change can take effect, they need the approval of the Secretary of Health and Human Services, Louis W. Sullivan.

The advisory committee believes the hearings would also be useful for universities trying to resolve allegations of scientific misconduct. Its chairman, Nicholas H. Steneck, a professor of history at the University of Michigan, said the committee members wanted the government to encourage universities to hold such hearings.

The proposal for hearings at the federal level is partly a response to heated protests by scientific societies and others that the accused of scientific misconduct are being treated fairly by the government. Critics are already questioning whether the new system will offer equal protection to whistle blowers and assurances that scientific misconduct will be investigated promptly.

Under the proposed reorganization, the Office of Scientific Integrity, which reviews the results of university investigations and sometimes initiates its own, would be elevated in the federal bureaucracy and would become independent of the NIH.

The scientific-integrity investigations would remain in their offices on the campus here, but would answer to the head of the Public Health Service instead of to the director of the NIH.

The office would also get a new name.

the Office of Research Integrity Assurance.

The changes are intended to answer concerns expressed by lawmakers, who have doubted whether the institutes, which distribute federal money for biomedical research, should also be in charge of investigating malfeasance in that research.

A 'Wonderful Improvement'

The proposed changes, particularly the move to hearings, have drawn generally favorable responses.

Jules V. Hallum, director of the Office of Scientific Integrity, told the advisory board that he thought the hearings would be a "wonderful improvement."

Mr. Hallum said his office was perceived as acting both as the prosecutor and the judge in fraud cases, even though its recommendations are scrutinized by another office, the Office of Scientific Integrity Review. (The Assistant Secretary for health in the Department of Health and Human Services, who is also the head of the Public Health Service, makes the final decisions on misconduct findings.)

The hearings, Mr. Hallum said, "will make it easier for us to be perceived as an investigative office."

Barbara Mishkin, a lawyer who has represented scientists defending themselves against misconduct allegations, also praised the proposal for hearings. "If we have an opportunity to really respond to the evidence, this would be a major advance," she said.

Chris Pascal, a lawyer for the Public Health Service, said that before a hearing, the agency would send an accused scientist a notice detailing the charges against him, the basis for the charges, and the proposed sanctions. The scientist, he said, could either accept the government's decision or request a hearing.

The hearing would be conducted by a "scientific integrity adjudication panel," he said. The panel would be headed by a hearing officer, who would come from elsewhere in the Department of Health and Human Services.

The officer would not be a judge but would have experience in running similar hearings. The hearing officer could appoint up to two scientific experts to serve on the panel.

The hearing, Mr. Pascal said, would be informal, not based on any written rules, but it would have some elements of a trial. Public Health Service lawyers would act as prosecutors and present the government's evidence, all of which would be available ahead of time to the accused scientist.

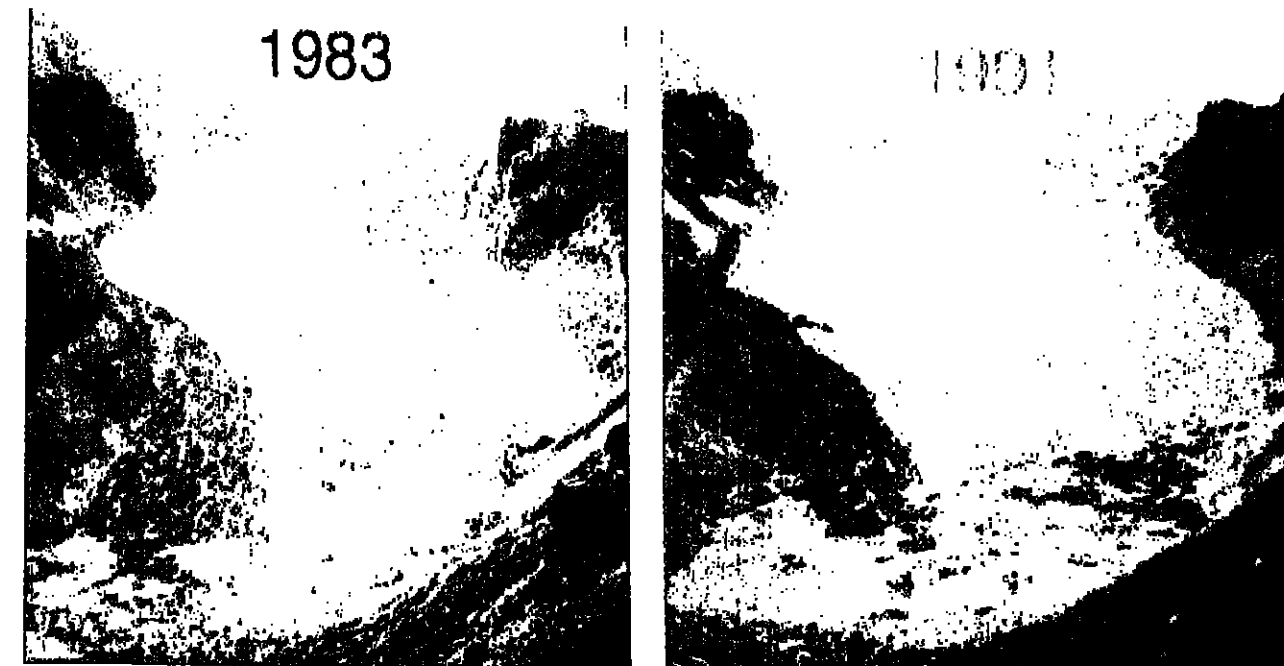
The agency lawyers, and the accused scientist or his lawyer, could make opening and closing statements, introduce expert witnesses, and cross-examine witnesses. Witnesses would not take oaths, but the Public Health Service could prosecute anyone who lied at the hearing.

Unlike an appeals court, which might review only portions of a case, the panel

Continued on Following Page

RESEARCH NOTES

- Study Indicates recent, rapid warming in tropical regions
- Forgiveness said to be a key theme in O'Neill's dramas
- Historian studies Indians' captives in colonial Argentina
- Cause of stroke shown more common in younger blacks



Qori Kalis, a high-altitude glacier in Peru, has recently been retreating at a rate of about 46 feet a year. Photograph on left shows Qori Kalis in 1983; on right, the glacier in 1991.

Studies of ice on tropical and sub-tropical mountains and plateaus indicate that recent and rapid warming has taken place in those regions, says a researcher at the Ohio State University.

Lonnie G. Thompson, an associate professor of geological sciences and a research scientist at Ohio State's Byrd Polar Research Center, told a Senate committee that he had found two forms of evidence that the climate is warming in the mid-latitudes.

Mr. Thompson told the Committee on Commerce, Science, and Transportation that he had studied core samples taken from high-altitude ice in South America, China, and Kirgizia, a former republic of the Soviet Union. Those samples show, Mr. Thompson said, that the average annual temperature in those areas has gone up at least 1.8 degrees Fahrenheit over the last 50 years.

Mr. Thompson also found that a major high-altitude glacier in southern Peru, known as the Qori Kalis, had been retreating at a rate of about 46 feet a year for the last four years. That rate, he said, is three times as fast as the glacier's annual retreat from 1963 to 1978. Mr. Thompson has submitted the details of his findings to several journals.

Mr. Thompson said he could not determine if the warming could be attributed to a "greenhouse effect" caused by industrial pollution. But even if it is part of natural climate variability, he said it needed to be studied.

More research on ice caps should be started immediately, Mr. Thompson said, because valuable natural archives of climate history are being lost.

—DAVID L. WHEELER

The need for forgiveness was a lifelong obsession of the American playwright Eugene O'Neill and a

key theme of his dramas, especially his autobiographical works, says a literature scholar at the University of Notre Dame.

O'Neill was born in 1888, the son of two actors, James O'Neill and Ella Quinlan. His family relationships were troubled, as he makes clear in his most autobiographical play, *Long Day's Journey Into Night* (first produced in 1956), a portrayal of the stormy domestic life of the Tyrone family, whose four members—mother, father, and two grown sons—mirror those of O'Neill's own.

In the current (December) issue of *Modern Drama*, Donald P. Costello notes that, in dedicating the original manuscript of *Long Day's Journey* to his wife Carlotta in 1941, O'Neill says he wrote the play "with pity and understanding and forgiveness for all the four haunted Tyrones." The italics make it clear, Mr. Costello argues, that O'Neill

was including himself among those who needed forgiveness.

In that play, O'Neill wrote not only with forgiveness, but also about it. Mr. Costello notes, *Long Day's Journey*, he says, is full of confessions, which, in the tradition of O'Neill's Catholic background, are implicit requests for forgiveness. As the drama progresses, the Tyrone family repeatedly ask for or offer forgiveness, but with a less-than-satisfactory outcome. O'Neill wrote that the play ends with the family "forgiving but still doomed never to be able to forget."

O'Neill, Mr. Costello notes, was dying as he wrote the final version of *A Moon for the Misbegotten*, first produced in 1957, four years after the playwright's death. Jamie Tyrone, the older son in *Long Day's Journey*, reappears as the protagonist of *Misbegotten*, still in search of forgiveness. But this play reaches a more satisfying conclusion. Mr. Costello says. Six times in the third act, O'Neill links the words "understand" and "forgive"; four times in the fourth and final act the word "forgive" is linked with the word "peace."

At the end of *A Moon for the Misbegotten*, Mr. Costello writes, Jamie Tyrone achieves a peace that no other O'Neill character ever feels.

—ELLEN K. COUGHLIN

Spanish settlers taken captive by Indians in colonial Argentina were overwhelmingly female and principally people of rural origins, says an Emory University historian.

In the current (February) issue of the *Hispanic American Historical Review*, Susan Migden Socolow notes that, in the early contact between Europeans and Indians in the Americas, tension and conflict often led to the mutual taking of captives. While the history of British-Indian contact contains a great deal of evidence concerning British set-

Continued on Page A11



Eugene O'Neill: His family relationships were troubled, and the need for forgiveness became a lifelong obsession, a scholar says.

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NEW SCHOLARLY JOURNALS

The following list of new journals has been compiled from information provided by the publishers or editors, many of whom will provide a sample copy on request. Prices and frequency of publication are subject to change without notice.

American Drama, edited by Norma Jencks, University of Cincinnati. Topics in the first issue include moral and social consciousness in the work of Arthur Miller and Sam Shepard and the influence of Margaret Widdemer's 1915 best seller, *The House on the Hill*. P.O. Box 1553, Norman, Okla. 73070; subscription correspondence: Cambridge University Press, Journals Department, 40 West 20th Street, New York 10011; four times a year; \$40 a year for individuals, \$85 for institutions; also available as a benefit of AAAP membership.)

Applied and Preventive Psychology: Current Scientific Perspectives, edited by Logan Wright, University of Oklahoma. A review journal for "scientist-practitioners" in applied developmental psychology, counseling psychology, forensic psychology, rehabilitation psychology.

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For further information, contact Valerie Kanka, The University Center for Human Values, 432 Robertson Hall, Princeton University, Princeton, NJ 08544, tel. (609) 258-4798.

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such topics as the role of advertising in consumer psychology, the development and change of consumer attitudes, and the influence of salespeople on buying behavior.

(Editorial correspondence: Thomas K. Srull, Department of Psychology, University of Illinois at Urbana-Champaign, 603 East Daniel, Champaign, Ill. 61820; subscription correspondence: Lawrence Erlbaum Associates, Journal Subscription Department, 365 Broadway, Hillsdale, N.J. 07642; four times a year; \$35 a year for individuals, \$75 for institutions.)

Journal of Euromarketing, edited by Erdeniz Kuyuk, Pennsylvania State University at Harrisburg. Presents research on strategic planning in marketing management in Europe, as well as on marketing aspects of European trade with foreign companies; focuses on cross-national, comparative studies.

(Editorial correspondence: Erdeniz Kuyuk, School of Business Administration, Pennsylvania State University at Harrisburg, Middletown, Pa. 17057; subscription information: Haworth Press, 10 Alice Street, Binghamton, N.Y. 13904; four times a year; \$24 a year for individuals, \$42 for institutions, \$42 for libraries.)

American Drama, edited by Norma Jencks, University of Cincinnati. Topics in the first issue include moral and social consciousness in the work of Arthur Miller and Sam Shepard and the influence of Margaret Widdemer's 1915 best seller, *The House on the Hill*. P.O. Box 1553, Norman, Okla. 73070; subscription correspondence: Cambridge University Press, Journals Department, 40 West 20th Street, New York 10011; four times a year; \$40 a year for individuals, \$85 for institutions; also available as a benefit of AAAP membership.)

Journal of Genetic Counseling, edited by Deborah L. Egan, Albert Einstein Medical Center. Features research on all aspects of the practice of genetic counseling; topics in the first issue include ethical and clinical issues in genetic counseling and how testing fetuses through ultrasound imaging affected women whose pregnancies were ended through miscarriage or elective abortion.

(Editorial correspondence: Deborah L. Egan, Developmental Medicine and Genetics, Albert Einstein Medical Center, 5501 Old York Road, Philadelphia 19141; subscription correspondence: Human Sciences Press, 233 Spring Street, New York 10013; four times a year; \$40 a year for individuals, \$85 for institutions.)

Journal of Narrative and Life History, edited by Alyssa McCabe, Harvard University and Tufts University. Provides an interdisciplinary forum for humanities and social-science scholars who use different approaches and methods in narrative and life-history study.

(Editorial correspondence: Alyssa McCabe, Center for Applied Child Development, Elliot-Pearson Department of Child Study, Tufts University, Medford, Mass. 02155; subscription correspondence: Lawrence Erlbaum Associates, Journal Subscription Department, 365 Broadway, Hillsdale, N.J. 07642; four times a year; \$30 a year for individuals, \$60 for institutions.)

Journal of Science Education and Technology, edited by Karen C. Cohen, Massachusetts Institute of Technology. Presents writings on the theory and practice of science education at all levels in the United States.

(Editorial correspondence: Karen C. Cohen, Center for Educational Computing Initiatives, Massachusetts Institute of Technology, 9 Cliff Road, Weston, Mass. 02193; subscription correspondence: Plenum Press, 233 Spring Street, New York 10013; four times a year; \$50 a year for individuals, \$125 for institutions.)

Protein Science, edited by Hans Neurath, University of Washington. Publishes studies on the structure, function, and biochemical properties of proteins; their role in molecular and cell biology, genetics and evolution; and their regulation and mechanisms of action.

(Editorial correspondence: Hans Neurath, Protein Science, University of Washington, 317-70, Seattle 98195; subscription correspondence: Cambridge University Press, Journals Department, 40 West 20th Street, New York 10011; 12 times a year; \$120 a year for individuals, \$495 for institutions; also available as a benefit of membership in the Protein Society.)

—COMPILED BY NINA C. AYOUN

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUN
The following list has been compiled from information provided by the publishers. Prices and number of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

Hunters and Herders of Southern Africa: Comparative Ethnography of Khoe Peoples, by Alan Barnard (Cambridge University Press; 368 pages; \$74.95 hardcover, \$19.95 paperback). Discusses the Khoe, the Khoikhoi, and other Khoisan-speaking peoples of the region.

The Presence of the Past: Chronology, Politics, and Culture in Shilluk Life, by Sven Kempner (Cornell University Press; 272 pages; \$29.95). A study of historical and national identity in the majority ethnic group in Sri Lanka; focuses on the Mahavamsa, a Buddhist historical text that has been periodically extended over 14 centuries.

The Spiritual Churches of New Orleans: Signs, Beliefs, and Rituals of an African American Religion, by Claude F. Jach and Andrew J. Kaslow (University of Tennessee Press; 272 pages; \$24.95). Explores congregations of a religious movement that draws on Catholicism, Protestantism, Spiritualism, and Voodoo. **Whitellia Conin: Aboriginal Responses to Colonialism in North America**, by Dan S. Triger (Cambridge University Press; 256 pages; \$59.95). Combines ethnography and history in a study of responses to colonialism among aborigines in New Mexico, a settlement in Queensland.

ART AND ARCHITECTURE

The New York Cruciform Labyrinth, by Jeffrey C. Anderson (Pennsylvania State University Press; 152 pages; \$42.50). Discusses a 12th-century Byzantine Cruciform Labyrinth in which the material on each of the text's illuminated pages is presented in the shape of a cross.

Portraits, by Richard Brilliant (Harvard University Press; 192 pages; \$35). Analyzes the link between the subject matter of portraits and the response of the beholder through discussion of images in oils, photographs, and other media.

Representing Belief: Religion, Art, and Society in Nineteenth-Century France, by Michael Paul Driskel (Pennsylvania State University Press; 304 pages; \$42.50). Explores aspects of form and meaning in three French religious paintings of the period.

Sennacherib's Palace Without Rival at Nineveh, by John Malcolm Russell (University of Chicago Press; 350 pages; \$30). Discusses the physical appearance and political significance of the palace built by the Assyrian King Sennacherib in the seventh century B.C. at Nineveh on the eastern bank of the Tigris River (opposite the modern Iraqi town of Mosul).

The Wild Bull and the Sacred Forest: Meaning and Change in Sonagambian Initiation Masks of the Diola, by Peter Allen Mark (Cambridge University Press; 208 pages; \$30). A study of the cult of the horned initiation masks of the Diola people of southern Senegal and Gambia.

BIOLOGY

Killer Bees: The Africanized Honey Bee in the Americas, by Mark L. Winston (Harvard University Press; 200 pages; \$19.95). Examines the biology of the Africanized honey bee, and considers its potential impact on North American agriculture and beekeeping.

BUSINESS

The Structure of Corporate Political Action: Interfirm Relations and Their Consequences, by Mark S. Mizruchi (Harvard University Press; 304 pages; \$42.50). Considers the extent to which large corporations agree or disagree in political matters; traces the influence of such factors as geographical proximity, common industry membership, stock ownership, and interlocking directorates on such political behavior as contributing to campaigns and testifying before Congress.

CLASSICAL STUDIES

The Power of Thetis: Allusion and Intertextuality in the "Iliad", by Laura M. Stalks (University of California Press; 154 pages; \$25). Focuses on the figure of

Scholarship

Achilles's mother, Thetis, in a study of Homer's use of mythic allusion.

COMMUNICATIONS

The Republic of Mass Culture: Journalism, Filmmaking, and Broadcasting in America Since 1945, by James L. Hughman (Johns Hopkins University Press; 256 pages; \$18.95 hardcover, \$11.95 paperback). Focuses on television's impact on the content and audience share of radio, print, and film media.

ECOLOGY

Life Strategies of Succulents in the Namib Desert, by Dieter J. von Willert and others (Cambridge University Press; 333 pages; \$69.95). Includes previously unpublished data on the ecology of succulent plants in the Namib Desert of southern Africa.

ECONOMICS

Duality and Modern Economics, by Richard Curves (Cambridge University Press; 304 pages; \$59.95 hardcover, \$24.95 paperback). Describes the applications of duality theory in economic problems that deal with "optimizing" consumers and producers.

The Frills of Revolution: Property Rights, Litigation, and French Agriculture, 1700-1880, by Jean-Laurent Rosenthal (Cambridge University Press; 224 pages; \$44.95). Considers the extent to which political institutions hindered agricultural development during the ancien régime, and whether reforms in the Revolution and after improved the structure of property rights in agriculture.

Brain Beyond Border: America Versus Japan in Global Competition, by Dennis J. Encarnation (Cornell University Press; 240 pages; \$24.95). Links the U.S.-Japanese trade imbalance to strategic investment policies that have allowed the Japanese first to trade with and then invest in the United States with a freedom Americans lack in Japan.

FILM STUDIES

Republic of Images: A History of French Filmmaking, by Alan Williams (Harvard University Press; 464 pages; \$49.95 hard-

cover, \$19.95 paperback). Traces the development of French cinema since 1895.

FOLKLORE

Hecho on Tejas: Texas-Mexican Folk Arts and Crafts, edited by Joe S. Graham (University of North Texas Press; distributed by Texas A&M Press; 357 pages; \$29.95). Includes original essays on the material culture of the Mexican community in Texas.

Herbal and Magical Medicine: Traditional Healing Today, edited by James Kirkland and others (Duke University Press; 252 pages; \$45 hardcover, \$18.95 paperback). Explores traditional medical beliefs and practices among blacks, whites, and American Indians in eastern North Carolina and Virginia.

HISTORY

After the French Revolution: Six Critics of Democracy and Nationalism, by Jack Hayward (New York University Press; 366 pages; \$45). Discusses the political thought of Joseph de Maistre, Claude-Henri de Saint-Simon, Benjamin Constant, Alexis de Tocqueville, Pierre-Joseph Proudhon, and Auguste Blanqui. **Antiquity and Anachronism in Japanese History**, by Jeffrey P. Mass (Stanford University Press; 224 pages; \$29.50). Includes original and previously published essays on new historical approaches that are challenging standard periodizations in pre-1600 Japanese history.

The Armada of Flanders: Spanish Maritime Policy and European War, 1588-1608, by R. A. Stradling (Cambridge University Press; 296 pages; \$59.95). Discusses the Dunkirk-based armada's use in commercial warfare and in battle with Dutch, English, and French naval forces.

Angels of Manifest Destiny: The American Soldier in the Mexican War, 1846-1848, by James M. McCaffrey (New York University Press; 275 pages; \$45). Describes the carnage, murder, and battle experiences of rank-and-file soldiers.

Bringing the Border: Martial Discourse in Pennsylvania, 1730-1830, by Merrill D. Smith (New York University Press; 225 pages; \$40). Considers how new laws and societal change shaped men's and women's expectations and experiences of military life during the period.

Calculating Violence: Kennedy, Johnson, and Civil Rights, by Mark Stern (Rutgers University Press; 307 pages; \$18 hardcover, \$14.95 paperback). Examines the

two Presidents' support for the civil rights movement.

The Case of Odell Waller and Virginia Justice, 1940-1942, by Richard B. Sherman (University of Tennessee Press; 260 pages; \$44.95 hardcover, \$19.95 paperback). Discusses the case of a black sharecropper in Mississippi County, Va., who was convicted by an all-white jury for the murder of his white landlord; describes the national campaign that tried unsuccessfully to prevent his execution.

A Colonial Disease: A Social History of Sleeping Sickness in Northern Zaire, 1900-1940, by Maryinez Lyons (Cambridge University Press; 318 pages; \$69.95). Focuses on sleeping sickness epidemics in a study of how Western medical personnel came into conflict with traditional African practices in Zaire (known at the time as the Belgian Congo).

The Conquests of Acedion History, 1888-1894, by Naomi E. S. Griffiths (McGill-Queen's University Press; distributed by University of Toronto Press; 158 pages; \$39.95 U.S. hardcover, \$17.95 U.S. paperback). A history of the people of Acadia, a former French colony that included New Brunswick, Nova Scotia, Prince Edward Island, and parts of Quebec; and Minnie discusses the group's identity before and after Britain expelled most of the Acadians from the region in the 1750s.

Crucial Justice and Crime in Late Renaissance Florence, 1537-1600, by John K. Brackett (Cambridge University Press; 192 pages; \$39.95). Traces the impact of fiscal factors on the operation of police, courts, and prisons in Medici Florence.

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Shrine Landed Society, 1403-1499, by Christine Carpenter (Cambridge University Press; 784 pages; \$125). Discusses family, economic, and political life of the society of the central English county.

Not Slave, Not Free: The African American Economic Experience Since the Civil War, by Jay R. Mandle (Duke University Press; 152 pages; \$29.95 hardcover; \$12.95 paperback). A study of black American economic history.

The Politics of Progressive Education: The Odenwaldschule in Nazi Germany, by Dennis Shirley (Harvard University Press; 246 pages; \$34.95). Discusses the Nazi's 1933 seizure of a small boarding school near Heidelberg founded by the education reformer Paul Geheeb; shows how Geheeb moved from accommodation to opposition in his dealings with Nazi education policy.

The Problem of Freedom: Race, Labor, and Politics in Jamaica and Britain, 1832-1938, by Thomas C. Holt (Johns Hopkins University Press; 512 pages; \$45 hardcover; \$19.95 paperback). Explores the meaning and reality of freedom for Afro-Jamaicans from emancipation in 1832 to labor unrest in 1938.

Red City, Blue Period: Social Movements in Picasso's Barcelona, by Teresa Kapan (University of California Press; 266 pages; \$30). Discusses the Spanish city's civic culture from 1888 to 1939.

Rents, Taxes, and Peasant Resistance: The Lower Yangtze Region, 1800-1894, by Kuei-yen Bernhardt (Stanford University Press; 344 pages; \$37.50). Describes changes in the relationship among peasants, landlords, and the Chinese state in the lower Yangtze valley during the century before Communist rule.

The Spectre of Democracy: The Rise of Modern Democracy as Seen by Its Critics, by Michael Levin (New York University Press; 249 pages; \$45). Sets the political thought of John Adams, Alexis de Tocqueville, G. W. F. Hegel, and Thomas Carlyle in the context of the debate over political-franchise extension in France, Germany, and the United States.

United States and Foreign Policy in Russia, 1800-1854, by David Mervin (Harvard University Press; 280 pages; \$39.95). Traces the impact of the Russo-Japanese War on Russian foreign policy and domestic politics.

HISTORY OF SCIENCE

The Meaning of Evolution: The Morphological Construction and Ideological Reconstruction of Darwin's Theory, by Robert J. Richards (University of Chicago Press; 206 pages; \$19.95). Argues that Darwin saw evolution as a progressive process leading to more advanced forms of life, and that current scholarship denying the teleological character of Darwin's views is ideologically motivated.

Nature Lost? Natural Science and the German Theological Tradition of the Nineteenth Century, by Frederick Gregory (Harvard University Press; 352 pages; \$39.95). Shows how leading German theologians' lack of interest in natural science related to larger cultural changes in European society, and contrasted with the views of theologians who spoke for the majority of laypeople.

The Papers of Thomas A. Edison, Volume 2: From Workshop to Laboratory, June 1873-March 1878, edited by Robert A. Rosenberger and others (Johns Hopkins University Press; 892 pages; \$75). Documents the American inventor's scientific and commercial activities in his late 20's.

INTELLECTUAL HISTORY

The Languages of Paradise: Race, Religion, and Philology in the Nineteenth Century, by Maurice Olender, translated by Arthur Goldhammer (Harvard University Press; 208 pages; \$29.95). Traces the intellectual origins of the comparative historical study of languages.

LAW

Forbidden Grounds: The Case Against Employment Discrimination Laws, by Richard A. Epstein (Harvard University Press; 344 pages; \$39.95). Argues for the repeal of the present system of anti-discrimination laws in employment.

LINGUISTICS

What Makes Sound Patterns Expressive? The Poetic Mode of Speech Perception, by Reuven Tsur (Duke University Press; 188 pages; \$32.50). Explores the emotional symbolism of speech sounds.

LITERATURE

Caught in the Act: Thonology in the Nineteenth-Century English Novel, by Joseph Livak (University of California Press; 300 pages; \$42 hardcover; \$15 paperback). Discusses works by Austen, Eliot, James, and Charlotte Brontë.

Dead Secrets: Wilde Collins and the Female Detective, by Thomas Moller (Yale Uni-

versity Press; 208 pages; \$25). Shows how the English writer used the female Gothic tradition to write novels about class and gender distinctions in Victorian society, and how his association with a female literary genre gave him an ambivalent position in the literary marketplace.

Ekphrasis: The Illusion of the Natural Sign, by Murray Krieger (Johns Hopkins University Press; 340 pages; \$38). A study of ekphrasis, or the literary representation of real or imaginary visual art.

Engraved Desires: Eros, Image, and Text in the French Eighteenth Century, by Philip Stewart (Duke University Press; 396 pages; \$49.95). Uses engravings in 18th-century French texts to explore how the presence of illustration shapes the experience of reading.

The Excellence of Falsehood: Romance, Realism, and Women's Contribution to the Novel, by Deborah Ross (University Press of Kentucky; 249 pages; \$29). Explores combinations of romance and realism in novels by Jane Austen, Aphra Behn, Fanny Burney, Eliza Haywood, Charlotte Lennox, Deborah Manley, and Ann Radcliffe.

Feminist Theory, Women's Writing, by Laurie A. Finkle (Cornell University Press; 240 pages; \$33.95 hardcover; \$11.95 paperback). Argues for a re-examination of the assumptions about feminist literary concepts as "women's language" and "women's experience."

From Bow Street to Baker Street: Mystery, Detection, and Narrative, by Martin A. Kayman (St. Martin's Press; 277 pages; \$45). Combines discussion of the historical development of the police with a study of the history and nature of mystery and detective fiction.

Greatness Engendered: George Eliot and Virginia Woolf, by Alison Booth (Cornell University Press; 336 pages; \$39.95 hardcover; \$14.95 paperback). Compares the two English writers' views on the possibility of literary greatness.

Kafka and Dostoevsky: The Shaping of Influence, by W. J. Dodd (St. Martin's Press; 249 pages; \$55). Describes the mixture of admiration and antagonism that characterized Kafka's literary relationship with his Russian predecessor.

Motherlands: Black Women's Writings from Africa, the Caribbean, and South Asia, edited by Sushella Nasta (Rutgers University Press; 366 pages; \$36 hardcover; \$12.95 paperback). Includes original essays on English-language writers from the three parts of the world.

Pierre Corneille: Poetics and Political Drama Under Louis XIII, by David Clarke (Cambridge University Press; 336 pages; \$39.95). Discusses the French playwright's work from 1630 to 1643, a time of increased government pressure on historical drama.

Popular Fiction in England, 1814-1818, by Harold Orel (University Press of Kentucky; 249 pages; \$28). Examines the dominance of escapist fiction in the popular literature market during World War I.

Retelling/Rereading: The Fate of Storytelling in Modern Times, by Karl Kroeber (Rutgers University Press; 255 pages; \$35). Uses examples from art and literature to explore storytelling as an essential mode of social-culture discourse.

Rimbaud's Theater of the Self, by James Lawler (Harvard University Press; 250 pages; \$37.50). Describes the French poet's use of masks and adopted personas in his art.

Savage Eye: Melville and the Visual Arts, edited by Christopher Sten (Kent State University Press; 352 pages; \$35). Links Melville's writing with topics in the arts of painting, printmaking, sculpture, architecture, landscape design, and art history.

Structuring the Void: The Struggle for Subject in Contemporary American Fiction, by Jerome Klinkowitz (Duke University Press; 192 pages; \$29.95). Considers how contemporary writers produce a sense of work in light of the claim by theorists of postmodernism that "content" does not exist; writers discussed include Max Ache, Saul Bellow, Richard Brautigan, and Kurt Vonnegut.

The Violent Eye: Ernst Jünger's Values and Revelations on the European Right, by Marcus Paul Bullock (Wayne State University Press; 338 pages; \$36.95). A critical study of the 20th-century German writer's work and his place in the history of German right-wing culture.

Voices of the Past: The Status of Language in Eighteenth-Century European Discourse, by Naoki Sakai (Cornell University Press; 308 pages; \$35). Includes previously unpublished letters written by and to the Welsh political philosopher.

The Fate of Art: Aesthetic Alienation from Kant to Derrida and Adorno, by Jay M. Bernstein (Pennsylvania State University Press; 310 pages; \$45 hardcover; \$14.95 paperback). Examines the paradoxical relationship of art and truth through discussion of the work of Immanuel Kant, Martin Heidegger, Theodor Adorno, and Jacques Derrida.

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Scholarship

bridge University Press; 312 pages; \$54.95). Uses the "dialogic" theory of Mikhail Bakhtin to create a synthesis of what Wordsworth's interpreters—from his own time to the present—have thought of his poetry.

MATHEMATICS

Boundary Integral and Singularity Methods for Linearized Viscous Flow, by C. Pozrikidis (Cambridge University Press; 250 pages; \$69.50 hardcover; \$27.95 paperback). A work in applied mathematics.

PHILOSOPHY

The Correspondence of Richard Price: Volume II, March 1778-February 1788, edited by D. O. Thomas (Duke University Press; 338 pages; \$34.95). Includes previously unpublished letters written by and to the Welsh political philosopher.

The Fate of Art: Aesthetic Alienation from Kant to Derrida and Adorno, by Jay M. Bernstein (Pennsylvania State University Press; 310 pages; \$45 hardcover; \$14.95 paperback). Examines the paradoxical relationship of art and truth through discussion of the work of Immanuel Kant, Martin Heidegger, Theodor Adorno, and Jacques Derrida.

Ideals as Interests in Hobbes's "Leviathan": The Power of Mind Over Matter, by S. A. Lloyd (Cambridge University Press; 433 pages; \$34.95). Argues that the English philosopher's belief in the transcendence of moral and religious interests shows that he did not think that mere physical force could insure social order.

In Their Best Interest? The Case Against Equal Rights for Children, by Laura M. Purdy (Cornell University Press; 272 pages; \$12.95). Challenges the ethical and empirical arguments of those who suggest that children are competent to exercise the same freedoms as adults.

James Mill: Political Writings, edited by Terence Ball (Cambridge University Press; 304 pages; \$49.95 hardcover; \$15.95 paperback). Edition of writings by the Scottish utilitarian thinker James Mill (1773-1836), chief disciple of Jeremy Bentham and father of the philosopher John Stuart Mill.

La Mettrie: Medicine, Philosophy, and Enlightenment, by Kathleen Wellman (Duke University Press; 358 pages; \$34.95). An intellectual biography of Julien Offray de La Mettrie (1709-1751).

Metaphysics of Consciousness, by William Seager (Routledge; 270 pages; \$45). Argues that the pure materialist or

physicist concept of the nature of consciousness is strongly supported by recent developments in artificial intelligence.

Nietzsche's Philosophy of Art, by Julian Young (Cambridge University Press; 192 pages; \$44.95). Sets the German philosopher's aesthetic theory in the context of his ideas on the death of God, eternal recurrence, and the Übermensch.

Simplicity and Complexity in Games of the Imagination, by Lawrence B. Schochkin (Harvard University Press; 272 pages; \$24.95). Explores the meaning of simplicity in art, religion, science, and other facets of life.

POLITICAL SCIENCE

Legislative Party Campaign Committees in the American States, by Anthony Gierzynski (University Press of Kentucky; 144 pages; \$28). Discusses the development and activities of committees organized by legislative party leaders or caucuses to raise and allocate campaign funds.

Politics Within the State: Elite Bureaucrats and Industrial Policy in Authoritarian Brazil, by Ben Ross Schneider (University of Pittsburgh Press; 360 pages; \$49.95). Uses data from the careers of 281 officials and case studies of four major industrial

projects to examine the Brazilian bureaucracy's role in industrialization.

Soviet Relations with India and Vietnam, by Ramesh Dikar and Carlyle A. Tayer (St. Martin's Press; 337 pages; \$65). Analyzes the two third-world countries' link with the former Soviet Union, as well as with each other.

The Territorial Imperative: Pluralism, Corporatism, and Economic Crisis, by Jeffrey J. Anderson (Cambridge University Press; 262 pages; \$49.95). Focuses on Britain and Germany in a study of the political conflicts generated by declining regional economies in advanced industrial democracies.

The Vital South: How Presidents Are Elected, by Earl Black and Merle Black (Harvard University Press; 416 pages; \$29.95). Traces the history, meaning, and political impact of the shift toward Republican domination in the South.

White Political Women: Paths from Privilege to Empowerment, by Diane L. Fowlkes (University of Tennessee Press; 276 pages; \$38.95 hardcover; \$14.95 paperback). Examines white female activists' views on race and gender, and feminism and politics; draws on interviews with 27 women, including Republican and Democratic activists as well as feminists and radical lesbians.

Willful Liberalism: Voluntarism and Individuality in Political Theory and Practice, by Richard E. Hattin (Cornell University Press; 256 pages; \$31.50 hardcover; \$11.95 paperback).

PSYCHOLOGY

Overcoming the Odds: High Risk Children from Birth to Adulthood, by Emmy E. Werner and Ruth S. Smith (Cornell University Press; 304 pages; \$42.50 hardcover; \$15.95 paperback). Examines the factors that contribute to an individual's resiliency in the face of such "risk factors" as poverty and parental abuse; draws on data on an ethnically diverse group of 675 men and women who were born in 1955 on the Hawaiian island of Kauai and have been monitored from the perinatal period through early adulthood.

PUBLIC POLICY

The National Public Policy Fifty Years of Trends in American Policy Preferences, by Benjamin I. Page and Robert Y. Shapiro (University of Chicago Press; 490 pages; \$59.95 hardcover; \$19.95 paperback). Presents data on the domestic and foreign-policy views of Americans from the 1930's to 1990, with information on variations according to age, race, region, sex, and other variables.

The Search for Rational Drug Control, by Franklin E. Zimring and Gordon Hawkins (Cambridge University Press; 224 pages; \$24.95). A study of past and present drug-control policies in the United States.

RELIGION

Harder Than War: Catholic Pacifism in Twentieth-Century America, by Patricia McNeal (Rutgers University Press; 316 pages; \$40 hardcover; \$15 paperback). Discusses the spread of pacifism among American Catholics, and the impact of that movement on the U.S. Church.

Religion and the Individual: A Jewish Perspective, by Louis Jacobs (Cambridge University Press; 176 pages; \$44.95). Argues that despite the emphasis on "peoplehood" in Judaism, there are also strong tendencies toward individualism.

What Are the Gospels? A Comparison With Graeco-Roman Biography, by Richard A. Burridge (Cambridge University Press; 328 pages; \$54.95). Discusses the writings of the Evangelists in relation to the development of biography in the ancient world, and argues that a first-century reader would have seen the Gospels as examples of the latter genre.

SOCIOLOGY

The Cage of Melancholy: Identity and Metamorphosis in the Mexican Culture, by Roger Bartra, translated by Christopher J. Hall (Rutgers University Press; 199 pages; \$38). Argues that a "myth" of the Mexican national character has been used to legitimize an exploitative national state.

Fertility Change in Contemporary Japan, by Robert W. Hodge and Noburo Ogawa (University of Chicago Press; 344 pages; \$45). Considers the role of cultural factors in the decline in the Japanese birth rate over the past 40 years.

Kingdoms Come: Religion and Politics in Brazil, by Rowan Ireland (University of Pittsburgh Press; 280 pages; \$39.95). Describes how the three main Brazilian religious traditions—Catholicism, Pentecostalism and Afro-Brazilian spiritism—such promote diverse political responses among their followers.


Sex and Reason, by Richard A. Posner (Harvard University Press; 480 pages; \$29.95). Applies an economic view of sexuality—how sexual choices are influenced by perceptions of cost and benefit—to explore various topics in the history of the relationship between sexuality and social control; considers, for example, the trend toward criminalizing marital rape, and why Victorian women were less free sexually than their 18th-century counterparts.

THEATRE

Costing Shakespeare's Plays: London Actors and Their Roles, 1590-1642, by T. J. King (Cambridge University Press; 320 pages; \$39.95). Discusses procedures for the casting of Shakespeare's plays from about 1590, when he began his work as playwright, to 1642 when the theaters were closed by an act of Parliament.

The Profession of the Playwright: British Theatre, 1800-1890, by John Russell Stephens (Cambridge University Press; 260 pages; \$54.95). Explores the working world of the 19th-century British playwright; topics include earnings, copyright, and relations with actors, managers, publishers, and audiences.

Tennessee Williams and Ella Kazan: A Collaboration in the Theatre, by Brenda Murphy (Cambridge University Press; 240 pages; \$37.95). Describes the collaboration of the playwright and director on *A Streetcar Named Desire*, *Cat on a Hot Tin Roof*, and *Sweet Bird of Youth*.



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Personal & Professional

Once again the issue of whether learned societies should take sides in the debate over "political correctness" has arisen. And once again it has made some scholars angry.

The latest incident involves an article that appeared in the December issue of *Footnotes*, the newsletter of the American Sociological Association. What appeared to be a regular article was actually the full text—including a request for donations—of a statement of principles of Teachers for a Democratic Culture. The organization was founded last year to combat charges that academe is dominated by left-wing professors pushing a "politically correct" agenda.

After some readers accused the ASA of appearing to take sides in a highly polarized debate, *Footnotes* published an apology. "In rereading the article after publication, I realized that in tone it read more like an 'advertisement' than a news story or open forum letter and that none of the signatures were from sociologists," wrote Carla B. Howery, the managing editor, in a note published in the February issue. "Our review process should have caught this beforehand."

Among those who thought it was inappropriate to publish the statement in such a format was the ASA's president, James S. Coleman, a University of Chicago sociologist.

Mr. Coleman is also a member of the advisory board of the National Association of Scholars, which, in the other group's statement of principles, is accused of "endangering education with a campaign of harassment and misrepresentation." Says Mr. Coleman: "It's not the business of learned societies to endorse political positions." TDC, he adds, "was clearly formed as a conflict group." TDC organizers say they have been circulating the statement to scholarly groups, and hope professional associations will endorse it.

At least one such group already has. William W. Cook, a Dartmouth College professor who is president of the Conference on College Composition and Communication, says his group's executive committee endorsed the TDC's statement because it sees the TDC as an inclusive, not an exclusive, group. "I believe it's quite an appropriate action for learned societies," he says. To do otherwise, he adds, would be "to argue that learning and scholarship take place in ideologically neutral settings."

Last fall the American Association of University Professors was criticized by some members when a special panel issued a statement saying that the PC furor stemmed from animosity toward the growing presence of women and minority-group members in academe. The AAUP said the document was a preliminary statement, not official policy.



By COURTNEY LEATHERMAN

WAKE FOREST, N. C. The cover of Southeastern Baptist Theological Seminary's self-evaluation report for accreditors features photographs of a graceful chapel, students diligently studying, and a cluster of blooming daffodils.

But the pages inside belie the picture-perfect images of tranquility, revealing instead the conflicts the seminary has had in evaluating itself for its accreditors.

Since 1987, administrators and trustees here have clashed repeatedly with professors over issues of academic freedom and theology. Those battles have led to a near-complete turnover of the 35-member faculty, a 50-per-cent drop in student enrollment, and a significant decline in private donations.

In December, the instability led to Southeastern's being put on probation by its regional accreditor. Six months before, it had been sanctioned by an agency that accredits seminaries.

Both Sides Are Dissatisfied

The discrepancy between the report's cover and the turbulence described inside reflects the difficulties that accreditors have had in determining which view is accurate. It also reflects some of the more general problems that regional and theological accrediting agencies confront at religiously controlled institutions when theological stances contradict accrediting standards.

At Southeastern, the roles played by the Southern Association of Colleges and Schools, which accredits entire institutions in 11 Southern states, and the Association of Theological Schools in the United States and Canada, which accredits seminaries and theological schools, have failed to satisfy anyone.

Trustees and administrators here say they want approval from both accrediting groups, but they resent accreditors' questions about matters that they say are strictly between the seminary and the Southern Baptists who control it.

Professors worry that the accreditors have not done enough to protect their academic freedom, and that administrators have manipulated the accrediting process.

4 Statements of Purpose

The accreditors are frustrated. They say they have been thrown into the middle of a religious battle in which both sides want preferential treatment. They point to what they say is the seminary's inability to come to terms with itself: Instead of presenting a single, unified statement of purpose, Southeastern's self-evaluation report offers four.

From all the finger pointing, some
Continued on Page A18

Discord at a Seminary Sparks Questions About Accreditation

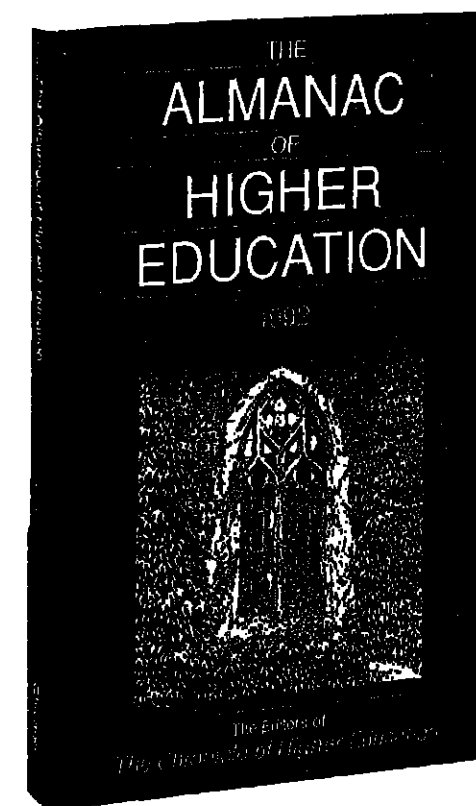
Self-evaluation reflects struggle over academic freedom and theology



L. Russ Bush, a seminary vice-president: "Dealing with the internal life of the institution is exactly what trustees in a seminary like this are commissioned to do."



Robert H. Culpepper, a theology professor: "While outwardly paying lip service to the accreditors, [the trustees] were really seeking to do things their own way."



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Discord at a Baptist Seminary Sparks Questions About Accreditation

Continued From Page A16
broader questions about accreditation have emerged:

- Are accrediting groups set up to deal with the special needs of seminaries and religious institutions, particularly when theological debates are involved?
- How should accreditors deal with academic freedom—or the lack of it—at a seminary?
- Is accreditation even necessary for a seminary?

Struggle Over Theology

Like everything else here, the answers to these questions depend on one's theological perspective. Says Nancy T. Ammerman, an associate professor of the sociology of religion at Emory University: "The issue here is between two different understandings of what seminary education is."

Adds Ms. Ammerman, the author of a 1990 book, *Baptist Battles: Social Change and Religious Conflict in the Southern Baptist Convention*: "Those for whom regional and theological accreditation is very important live in a world and want their graduates to

live in a world that recognizes certain credentials outside the bounds of sectarian credentials."

Religious feuding hit Southeastern five years ago, when theologically conservative trustees gained control of the board and began to reshape the institution's mission dramatically. Similar events have divided the Southern Baptist Theological Seminary in Louisville, where two more professors last week resigned, joining an exodus that began a few years ago.

Such battles have marked the Southern Baptist denomination for more than a decade. The struggle is over issues of theology between more-conservative Southern Baptists, who believe the Bible is inerrant and infallible, and less-conservative members of the denomination who believe the Bible is inspired by God but open to interpretation. Although they eschew such labels, the former are often called fundamentalists and the latter liberals.

The debate has prompted Southeastern's accrediting problems. The seminary, which sought regional accreditation because it

wanted to attract more students, gained it in 1978. Three years ago, however, it was warned it could be put on probation by the Southern Association. It was, after the theological group, which has accredited

**"I don't see how they can
accredit any institution
that lays down the
gauntlet like that and
over 50 per cent of the
faculty leave."**

the seminary since 1958, issued a severe sanction of its own.

The self-evaluation report was prepared for both accrediting groups. Both have cited the campus for, among other things, trustee interference in day-to-day operations, campus turmoil that diverted attention from educational activities, and a lack of long-range planning and institutional research.

Since 1988, four special teams from the regional group have reviewed the campus to investigate the turmoil there. Another will visit the seminary next month for its 10-year review. The theological group made a special visit in 1988, required four special reports during the last two years, and last month visited for its 10-year review.

Despite the frequent oversight, trustees, administrators, and professors sympathetic to Southeastern's new focus question how much the accreditors really understand about seminaries. They ask whether the standards used—particularly by the regional group—are appropriate for assessing a seminary with a strong denominational tie and a limited view of academic freedom.

Says Roger W. Ellsworth, chairman of Southeastern's governing board: "I can't say I'm convinced that the Southern Association really understands theological education within a confessional setting."

He and the seminary's administrators are frustrated that the regional group has cited trustees for their involvement in faculty searches, which the agency says should be the primary responsibility of the faculty.

Comparison With Westminster

L. Russ Bush, vice-president for academic affairs, believes such concerns apply to public universities, where trustees appointed for political reasons could potentially corrupt the faculty hiring process. But at Southeastern, he says, "these people are chosen as representatives of the [Southern Baptist] Convention from a doctrinal standpoint." As such, he says "dealing with the internal life of the institution is exactly what trustees in a seminary like this are commissioned by their elected body to do."

Mr. Bush compares Southeastern's difficulties to problems that Westminster Theological Seminary had with the Middle States Association of Colleges and Schools. That agency cited Westminster for not having women on

its governing board, even though that practice was authorized by the seminary's founding churches. Westminster protested to the Education Department, and Middle States backed down.

Officials of the Southern Association, however, don't plan to back down at Southeastern. James T. Rogers, executive director of the Southern Association's commission on colleges, bristles at the suggestion that his group is unqualified to assess the seminary. He notes that Southeastern solicited the accrediting agency for recognition, not the other way around. "They have to decide: Do they want to have that recognition badly enough to conform to the requirements?" he asks. "Apparently they made that decision when they decided to come under our umbrella."

The regional group requires institutions to adopt an academic-freedom statement appropriate to its mission, along with due-process procedures. The theological group recommends but does not require such a statement. Neither accreditor is concerned with Southeastern's theological stance. Says

Daniel O. Aleshire, associate rector of the Association of Theological Schools: "If an institution wants to position itself differently, theologically, that can be done. He adds, 'Changing is not a problem, but the implications on the faculty can be.'"

Subtle Pressure on Freedom

Many professors here say trustees weren't worried about those implications. "While outwardly paying lip service to the accreditors, they were really seeking to do things their own way," says Robert H. Culpepper, a theology professor who heads an American Association of University Professors chapter here. He plans to retire in December.

Many professors here say service is all the seminary has to issues of academic freedom.

Trustees here met the regional agency's academic-freedom requirement by approving a document. But professors say that document does nothing to remove the pressures that threaten academic freedom. They point to speech made last year by Lewis Drummond, the seminary's acting president, in which he said: "It is my intention, regardless of

to see that theological integrity is established in this institution as rapidly as possible."

Many professors here saw that as the start of a witch hunt in which administrators would test the faith of professors.

Southeastern has always required professors to sign a statement of faith. But it does not mention biblical inerrancy, and professors say it was broadly interpreted. A new statement of purpose adopted by trustees last week, however, includes language on inerrancy.

Professors say trustees have questioned them and prospective faculty members about their views on inerrancy. Faculty candidates have been asked, for example, whether they believe literally an Old Testament passage where the

head of an ox falls into the Jordan River and floats.

Three months after Mr. Drummond's speech, a dozen professors announced plans to resign or retire. Among them was C. Michael Hawn, a professor of church music who worries that trustees will get away with purging the institution while retaining accreditation. "I don't see how they can accredit any institution that lays down the gauntlet like that and over 50 per cent of the faculty leave," he says.

Professors in the Paddock

Administrators insist professors here have academic freedom—within certain parameters. Mr. Drummond likens the statement of faith to a horse paddock. "He can roam all over the paddock and eat

as much grass as he wants," he says. "When he jumps over the fence, that's when he's broken his covenant with the institution."

The seminary has never punished a professor for jumping the fence, however. As a result, there has not been a specific, documented case of standards being broken—the kinds of things accreditors look for. Accreditors can't do much about complaints of academic-freedom violations that are based on an institution's general climate, says William V. Arnold, a professor of pastoral counseling at Union Theological Seminary in Virginia. "We're really hamstringed at that point," he says.

Mr. Arnold, who served on two regional teams that visited Southeastern, says the accreditors have

gradually pressured the seminary to meet standards. But, he adds, "it would be inappropriate for the accrediting body to push to go further on ideological grounds, when that's not part of the criteria."

Another Case Next Year

Some critics believe the accreditors have sometimes gone easy on academic-freedom violations when they involve theological issues at religious institutions. Some point to Middle States' handling of the Catholic University of America, which prohibited a tenured professor from teaching theology because of his controversial views. Middle States found no violation of academic freedom, and reaffirmed Catholic's accreditation.

The Southern Association will

face some similar issues when it reviews the Southern Baptist Theological Seminary in Louisville next year.

At Southeastern, some believe these issues are better left to God and the Southern Baptist Convention to judge. In fact, some trustees have considered abandoning both accreditors and forming a group that would specifically accredit Southern Baptist Seminaries.

David L. Mansberger, a former student leader who graduated with a Master's of Divinity degree in May, doesn't like that idea.

"I wouldn't have gone to Southeastern if it hadn't been accredited by the regional group," he says. "I think the accrediting agencies are important. They have the concerns of the students in mind."

Jury to Decide \$3-Million Lawsuit by Professor

DAVIS, CAL.

A jury will be asked in May to decide a \$3-million lawsuit involving the University of California System and two biochemists on its Davis campus.

The jury will have to weigh the following: Is the dispute the result of a romantic relationship gone sour, or sexual harassment? Does it involve a research finding that was stolen, or one that never existed? And was an employee who was fired punished for her achievements, or for insubordination?

The case involves Ida K. Yu, a former researcher at Davis who in 1989 sued the university and Roy H. Doi, a biochemist and director of the laboratory where she worked. Ms. Yu was fired in 1989.

Ms. Yu, who is seeking more than \$3-million in damages and a full-time position as a biochemistry researcher, turned down a recent offer by the university to settle the case for around \$260,000.

Lawyers for the university and Mr. Doi said the offer was aimed at avoiding higher litigation costs and not an admission of wrongdoing.

Dispute Over a Gene

Both Ms. Yu and Mr. Doi have acknowledged they had a sexual relationship during her six-year employment. Mr. Doi claims it was consensual. Ms. Yu says she submitted to him to safeguard her job.

Ms. Yu further claims that she discovered a gene that digests cellulose. Her lawsuit contends that Mr. Doi wanted to take credit for that research and collect on royalties that would have resulted from a patent on it. It also claims that she was fired because she refused to have outsiders review her work until the university's patent office approved the review.

Lawyers for the university and Mr. Doi say Ms. Yu's research resulted in a bogus finding and that she was fired for insubordination. "She claims she has a unique discovery which our experts prove does not exist," says David L. Perreault, Mr. Doi's lawyer.

The university recently released its patent rights to Ms. Yu's alleged discovery. They now belong to the National Science Foundation, which supported the research.

—COURTNEY LEATHERMAN

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Information Technology

Higher education will need new criteria to measure the success of the electronic library, according to Barbara von Wahlde, director of libraries at the State University of New York at Buffalo.

"Today most measures of library effectiveness are quantitative, based on size of collections, number of periodical subscriptions, and so on," Ms. von Wahlde told representatives of libraries and academic computing centers at a conference in Washington this month. The measure of success for electronic libraries should be access, she said, rather than ownership.

"Performance measures in a networked environment might include ease of use, down time, response time on the network, turnaround time for document delivery, availability, accuracy, and usefulness of the information," Ms. von Wahlde said.

If libraries want to use quantitative measures, she suggested, they might ask: "How many microcomputers are in the library? How many data bases are connected? What are the uses of the microcomputers? Do they go beyond word processing?"

To help finance their services, Ms. von Wahlde proposed that electronic libraries take a page from the fund raisers' book.

"There are a few libraries that have gone to donors and asked them to support data-base access," she said. When a user calls up the data base, "a message appears on the screen saying 'This data base brought to you courtesy of Mr. and Mrs. John Paul Jones.'"

She said, "I think that is a very innovative approach, and we should be doing more of it."

Although no one knows for sure, probably fewer than 250 computers suffered damage from the computer virus "Michelangelo," says Richard G. Lefkon, president of the Antivirus Methods Congress, which keeps track of viruses worldwide.

"Michelangelo" was programmed to wipe out information on certain types of computers on March 6, the artist's birthday.

Because of widespread publicity about the virus, institutions took precautions against infection by using anti-virus programs and scanners. "People did make a big effort. Damage could have been done. No doubt, some damage was averted," says Mr. Lefkon, who is an assistant professor with New York University's Information Technology Institute.

However, he suggests, people responded to media hype, rather than to the potency of the virus, in dealing with "Michelangelo." "The economic loss due to panic purchases of anti-virus programs and the time wasted were substantially larger than the data losses that would have been sustained from this currently rare virus," he says.



Michael S. Ali, of Rensselaer Polytechnic Institute: Eventually, his robotic hand will be operated by a "glove" that senses movements. "The idea is that you can program this with your mind."

By DAVID L. WILSON
TROY, N.Y.

Michael S. Ali, a doctoral candidate at Rensselaer Polytechnic Institute, carefully places a mechanical hand on a laboratory table and hooks up some wires to a portable computer. The hand is not impressive. In fact, it looks as though it could have been cobbled together from a child's Erector set.

But when Mr. Ali types a few commands on the keyboard, the hand is suddenly transformed. The fingers and thumb smoothly and quickly gather to form a fist. A moment later, the fist vanishes as the hand flexes. The movements are repeated over and over as the computer sends a series of commands to the small motors controlling the hand.

Eventually, says Mr. Ali, the computer will be able to control the hand from an operator

wearing a mass of wires and electronic components called a "glove," which senses hand movements. The robotic hand will copy those movements perfectly.

While there are several types of robotic hands now on the market, says Mr. Ali, this one is unusual because it comes close to duplicating the structure and movements of a real human hand. In fact, one of the hand's designers dissected hands of cadavers to find out exactly how the human hand was constructed.

Unlike other robotic hands, this anthropomorphic model can be operated using the special glove without consciously modifying natural hand movements. "The idea here is that you can program this with your mind," says Mr. Ali.

Aim Is for Remote Operation

The hand is being developed at the New York State Center for Advanced Technology in Automation and Robotics at Rensselaer for use in places that are unsafe for humans, such as nuclear-power plants and underwater sites. One day, if the center's research is successful, people using a glove will be able to operate the hand from miles away, says Mr. Ali.

The robot, modeled on the hand of an average male recruit in the U.S. Army, is mounted on a structure the size of a shoebox that houses motors, controllers, and electronic circuitry. Cables surrounded by protective, spring-like sheaths run from the motors at the base of the structure to the fingers, much as the tendons in a human hand feed into muscles in the forearm. The cables control the movements of the hand somewhat as brake cables on a bicycle control the two brake pads. The base of the hand—the shoebox—is designed to be mounted on a robotic arm.

The original robotic hand was built by Charles D. Engler for his master's thesis at Lehigh University. Mr. Ali met Mr. Engler in 1988, when both were working on robotics applications at the National Aeronautics and Space Administration's Goddard Space Center in Maryland. The two became collaborators to improve the hand. "Chuck became responsible for the mechanical design, and I became responsible for software, electronics, and controls," Mr. Ali says.

Mr. Engler, who is still a mechanical engineer at Goddard, says three more sophisticated versions of the hand have been built since his days at Lehigh. The left-handed model is with Mr. Ali at Rensselaer. A right-handed model remains with Mr. Engler at Goddard, and a second right-handed model is being tested at the Johns Hopkins University by Nitish V. Thakor, an associate professor of biomedical engineering.

Working Switches in a Nuclear Plant

Mr. Thakor says he is exploring techniques to help disabled people control the robotic hand by muscle movements. "Because it is multi-fingered, and all the various fingers can work independently, this hand could conceivably do things for a person with a handicap like allow them to type on a computer," he says.

Mr. Engler continues to work on the hand. "I want to make it more robust, to put a more resilient, skin-like surface on it, and to make the fingers and thumb more cylindrical," he says.

To be useful in a dangerous environ-

ment, the robotic hand must be able to use controls designed for human beings. In a nuclear-power plant, for example, where radiation limits the amount of time a person can remain in certain places, a robot that could flip switches designed for a normal hand would be invaluable. At Goddard, Mr. Ali says, designs for the proposed space station included special gripping plates, called "H plates," that a robot with a primitive grasping device could use to open doors, move equipment, and operate controls. "That was practical in that instance because they were designing the space station from scratch," says Mr. Ali. "You can't go putting H plates all over your nuclear-power plant. It's not realistic."

Robotic hands would also be useful for working with electricity. Some repairs on high-power lines in Japan are already done with robots operated by remote control, Mr. Ali says.

The computer program to control the robotic hand is relatively simple. Since the movements of the hand coincide precisely with the movements of the operator wearing the glove, Mr. Ali says, no extensive modification of the transmission signals is necessary. Mr. Engler says: "The machine

Continued on Following Page

Its IBM Aid Gone, Software Consortium at U. of Wisconsin Says It Will Close

MADISON, WIS.

Wisc-Ware, a non-profit software distributor at the University of Wisconsin at Madison, is about to go out of business.

The company, a consortium of about 200 higher-education institutions established in 1986, distributes over 300 instructional software programs for personal computers manufactured by the International Business Machines Corporation and for compatible machines, often called "clones." Most of the programs were developed by professors.

Wisc-Ware will continue to accept orders for its products through April 15.

IBM, which has provided Wisc-Ware with nearly \$900,000 since it started, declined to renew its contract this year, forcing the company to close. The two companies disagreed over staffing and financial support.

Bob Hausmann, IBM's manager of community and junior colleges, says his company is re-evaluating its support for several programs aimed at higher education. For instance, he says, this is the last year the



manufacturer will support the Academic Software Library, a distributor located at North Carolina State University. Unlike Wisc-Ware, however, the software library plans to remain in business.

Mr. Hausmann says IBM likes the software the library is publishing, but the program concentrates on too few disciplines to meet the computer manufacturer's corporate goals. "There are 700,000 faculty out there," says Mr. Hausmann. "We need to reach as many as possible."

Wisc-Ware was important to the academic community, said Kathi J. Dwelle, assistant director of the university's academic-computing center and manager of Wisc-Ware, because it was one of only a few companies that would help academics distribute products to markets that did not interest commercial software publishers because they were too small to be profitable.

'We Couldn't Come to Terms'

Wisc-Ware will refund substantial portions of its annual dues to consortium members and give software authors the option of having warehoused copies of their programs and supporting materials returned. The authors will have to pay shipping costs. Otherwise, said Ms. Dwelle, the programs will be destroyed.

Ms. Dwelle said no thought had been given to seeking other financial support or to distributing a list of authors so that academics can still obtain the programs.

Ms. Dwelle acknowledged that financial matters were the primary problem in dealing with IBM. "Basically, we couldn't come to terms on a budget," she said.

Ms. Dwelle said that IBM had asked Wisc-Ware to improve its product evaluation and provide better documentation for its programs. In the past, she said, Wisc-Ware merely tested the software to make sure that it worked.

"We didn't really make an attempt to evaluate the effectiveness of the software from a teaching perspective," she said. As a result, she said, some of the 341 programs currently offered by Wisc-Ware were good and some of them were "not so good."

"We completely agreed with IBM's suggestions," she said, but Wisc-Ware's management team told the computer manufacturer that more money would be needed to carry them out.

—DAVID L. WILSON

Computer-Science Students Match Wits in International Programming Contest



Teams of students from 30 colleges and universities competed in the Association for Computing Machinery's annual programming contest.

KANSAS CITY, MO.

It looked a little like a Mardi Gras party that had carried over from Fat Tuesday, with gaily colored balloons tethered about the room.

But for college students participating in the programming contest here at the Association for Computing Machinery's annual meeting, this was no party.

This was the final round of an annual international computer-programming competition, and the balloons told the audience which of the 30 teams of students from colleges and universities around the world had successfully solved which problems.

In the competition, three-member teams raced to write computer programs designed to address seven problems representative of those they might find in the real world. The problems could be solved

in any order. There were penalties for programs that were rejected by the judges.

The team from Australia's University of Melbourne won the championship—the second time in the 16-year history of the competition that a team from an institution outside the United States had taken first place. Michigan State University was second, and Stanford University, last year's winner, was third. Teams from Canada, Hungary, the Netherlands, New Zealand, and Taiwan also competed in the finals.

\$25,000 in Scholarships

The contest attracted 600 teams, which were reduced to 30 in 12 regional contests during the year.

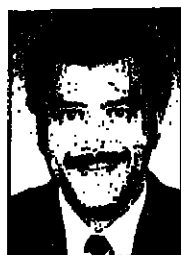
The contest is administered by the Association for Computing Machinery, a scientific

Continued on Page A23

Advertisement

The Learning Society: Don't Mess with Me!

By Bernard R. Gilford, Ph.D.
Apple Computer, Inc.



I recently spent a morning at the Lab School of Washington, a school in the nation's capital that for a quarter-century has been serving children whose learning disabilities have impeded their academic success in regular classrooms. I had met teacher Paul Kaiser several months earlier at the Smithsonian Institution, where he'd received an award for his innovative use of multimedia technology with these children. I was eager to meet his students and hear more about their work.

"I'd been telling folktales to our kids forever," explained Paul. I couldn't help smiling at the "forever," because Paul looks about 20 years younger than me, but in fact he has spent nearly a decade teaching at the Lab School.

"Usually half the class would be enthralled," he continued. "But the other half would be fidgeting, fooling around, completely lost. They didn't have the language skills. And they couldn't sustain their attention."

But Paul was unwilling to give up on storytelling. "In special ed," he said, "we spend a lot of time doing remedial work. We're so busy fixing problems with reading and writing and sequencing that we often deny kids the opportunity to learn content. Ten-year-olds reading a pre-kindergarten primer aren't exploring the things they have on their minds; they're not experiencing a complex story."

So when conventional storytelling failed to reach them, Paul spent a lot of time watching kids play. He was especially taken with how they play with miniatures.

"If you get right up close—nose to nose—with kids who are playing with small figures," Paul explained, "you're struck by their narrative talent. They build complex stories with multiple voices and a shifting viewpoint. They create entire worlds. But the world vanishes before anyone else has a chance to enter it. And the story vanishes before anyone else gets a chance to experience it."

By taking advantage of the multimedia capabilities of the Macintosh computer, Paul set out to capture the experience of solitary play in a form that commands an audience. The kids would create stories by playing with toy figures and props on a tabletop or in a sandtray. After weeks or months of play, they would begin photographing these scenes with a digital video camera, creating images that could be stored in a computer and displayed on a screen.

Often, the kids create their figures the old-fashioned way—with clay. "Computers are powerful tools," said Paul, "but the technology of clay can be just as powerful." As the kids play with their figures, the digital video camera captures the action. The resulting sequence of images is known as "claymation"—and it comes very close to showing the child's perspective of creating a three-dimensional fantasy world.

Some of Paul's students have become quite expert at using the computer's mouse to help them illustrate their stories directly on the screen. Others—especially younger children—work with crayons on paper. Then they use a scanner to translate their pictures into on-screen images. After they've completed the images, Paul's students add text, existing illustrations or photos, animation, voice-overs, and other sound effects. The results are enchanting electronic books.

During my visit, Paul introduced me to Ian Zearley, the shy ten-year-old author of *The Castle of Doom*, which combines photos of real-life scenes, clay figures, and toys to tell a marvelous tale. It begins with pictures of Ian building the set and moves to Ian's home, incorporating photographs of his house.

"I think I'm going to take a walk. No, I'll take a ride in a truck," says the recorded narration—Ian's own voice. And a miniature truck appears against the backdrop of a real street, photographed near the school. "Ian worked hard to get the scale right," said Paul. Next we see the world from the truck's interior, through the windshield. Then we end up in a desert—scenes shot in a sandtray.

"Here something weird happens," says Ian the narrator, in an aside worthy of the most sophisticated modernist fiction. "I'm not just myself anymore. I'm my story character." We follow Ian's character through a sandstorm, a forest, and a castle. He eludes a menacing dragon. He falls to his death, but magically flies away. And finally, about to be slain by an evil knight, he wards off danger with the exclamation: "Don't mess with me!"

With that, Ian's story character breaks free. He befriends the dragon, catches a ride home, and emerges from his fantasy—not as a story character, but as a more forceful Ian—with a rousing "I'm home. Yaycoo!" I wanted to shout *Yahool* right along with him, to celebrate this tale of empowerment and Ian's joy at overcoming obstacles.

The Castle of Doom is just one of many wonderful projects Paul's students showed me. Each reflected months, and sometimes years, of work. Ian's book was two years in the making.

I wondered whether some of the children found electronic authorship tedious. "There's some frustration," Paul said. "The process is not as fast as we'd like. But pedagogically speaking, there are advantages. The kids are forced to dwell on their stories, and as they do so, the stories deepen. Transitory thought can be made profound."

Taking this pedagogical wisdom to heart, I've decided to dwell on my story—so I'll tell you more about Paul's kids in my next column.

LIBRARIES

- Interactive videodisk to teach students library-research skills
- Instructional-software collection lets professors test programs
- High-school students use fax machines to request material
- Magnetic tape will make Texas data available to researchers

Beginning next month, freshmen at York College of the City University of New York will learn about library research from an interactive videodisk on a library workstation.

The new disk, "In the Library . . . Getting Started on Library and Research Skills," is designed to help students in the social sciences and humanities understand how to use library collections for research assignments.

"Students use the library for study but not for research, because they don't understand anything," says Joan Baum, a professor of English, who developed the multimedia videodisk with a colleague. "Teaching library skills has been done with handbills. Teachers tell students, 'Read that and do it,' but the information never takes root."

The program, which takes about an hour in this test version, shows six faculty members making research assignments in different disciplines and students learning how to use books, periodicals, and electronic media to find information. When they have completed the program, students can print out all the instructions.

So the scenes would not look contrived, says Ms. Baum, "we videotaped real teachers handing out research assignments and real students making decisions about using scholarly resources."

Although she is pleased with the instructional disk, Ms. Baum concedes that "it wouldn't go in Hollywood."

"We are taking one of the dullest and most intractable of subjects and trying to give it life."

She adds: "The videodisk will be a success if teachers tell us that students who use it do bibliographies that look better and reflect the latest and best in the subject."

For more information, contact Ms. Baum, York College of the City University of New York, Jamaica, N.Y. 11451; (718) 262-2470; BAUMYC@CUNYVM.BITNET.

At Michigan State University, faculty members can borrow computer programs from the library's instructional-software collection and try them out before buying their own copies.

The collection, which the library manages jointly with the academic computing center, has about 640 programs and more than 100 videodisks. In addition, it includes a reference collection with reviews of software and articles on copyright, and a file of 100 catalogues from vendors.

Faculty members can use the library's computer room to run a program or check it out for three days, says Nancy Lucas, a reference librarian who oversees the software collection. "We've always had a try-before-you-buy philosophy," she says.

Ms. Lucas says the collection

has compact disks with free software, which faculty members can download to their own disks. "A lot of faculty get computers and have to start doing something but they have no budgets," she says. "These are simple programs they can have for free."

For more information, contact Ms. Lucas, Main Library, Michigan State University, East Lansing, Mich. 48824; (517) 355-1840; 20676NAL@MSU.BITNET.

Emory & Henry College is using facsimile machines to make the reference services of its library available to high-school students in surrounding communities.

College librarians get requests for material from periodicals by fax from students, who are usually writing papers for English and history classes. The librarians send back photocopies of the materials, also by fax.

"The high schools don't have good library resources, and a lot of our new students are not prepared to deal with a large library," says Thelma J. Hutchins, the library director, who started the facsimile service about two years ago. "We were interested in bridging the gap between high school and college."

Ms. Hutchins says the fax requests come in batches. "We get 50 to 60 one day, and then we can go two or three weeks without getting any requests. Schools assign papers in cycles."

The service, which started with 7 high schools, has grown to include about 15, says Ms. Hutchins. She says the librarians fax about 500 articles a year.

For more information, contact Ms. Hutchins, Emory & Henry College, Emory, Va. 24327; (703) 944-4121, ext. 3212.

To make state records more available to researchers, Texas A&M University has undertaken a project to create a magnetic tape of bibliographic records

for Texas State documents. The computer tape, librarians say, is able to put the records on-line public catalogs.

Since 1976 the Texas State Library has cataloged over 30 documents and put the information on OCLC, the network of the Computer Library Center. The project, called "Documents for People," librarians will create document information from a network and develop a program so other libraries can make the information easily available.

"Most libraries on individual campuses have not taken advantage of tapes of documents already available," says Inez Hoadley, the university's executive director, who is overseeing the project. "You have a few who use OCLC, but other faculty and students will not pick up documents if they are in a separate file."

During the one-year project, says Ms. Hoadley, librarians prepare a guide to procedures for loading computer tapes so the process will be easier for other libraries.

The project is being supported by a \$75,000 grant from Summerlee Foundation in Dallas. For more information, contact Ms. Hoadley, Texas A&M University, College Station, Tex. 77803; (409) 845-8111; x2210; TAMU.BITNET.

Briefly Noted

■ The University of California has agreed to give Stanford University access to its on-line database, MELVYL. MELVYL, in the base, MELVYL. MEDLINE, is a database for borrowing privileges for faculty and academic staff members and graduate students at Stanford's library.

■ The Association for Library Collections and Technical Services, a division of the American Library Association, has established the Electronic Publishing Division Group to work on standards for electronic formats.

Creating a Sophisticated Robotic Hand

Continued From Preceding Page
can run very fast, because you don't need a lot of computer code to translate your movements into movements the hand can understand. We're talking about a quantum leap in efficiency."

Broader Range of Movement

Peter K. Allen, an associate professor of computer science at Columbia University, says the hand developed by Mr. Engler and Mr. Ali has a much broader range of movement than the two major types of robotic hand on the market today. Those include one with three fingers and one with four fingers and a thumb.

But, says Mr. Allen, the new hand does not have any kind of sensors to tell the operator how the hand is functioning. "It's a serious handicap," he says.

Mr. Ali acknowledges that the hand needs sensors. He says much of the current work on robot involves developing advanced sensors for the hand.

Mr. Ali and Mr. Engler have established a company called Robotics Inc. to market the hand and the software needed to control it. Mr. Ali says he hopes the hand will enable people to explore, repair, and study objects that would have been inaccessible.

Information Technology

The War of the Statistical-Software Companies: a Feud Over Competing Programs Gets Ugly

By DAVID L. WILSON

In a battle over statistical computer programs, two professors who helped found competing software companies are lobbying charges of plagiarism, libel, and false advertising at each other.

Leland Wilkinson, president of SYSTAT Inc., has charged that a rival company misappropriated the work of his company and others to construct its software, made false claims about its product, and unfairly denigrated SYSTAT's statistical package in advertising.

Pawel Lewicki, a co-founder and now a major stockholder of StatSoft Inc., a commercial competitor, says Mr. Wilkinson has been slandering him and spreading false information about his company.

Both companies produce software used by statisticians to analyze data and plot graphs. StatSoft

makes a package called "css: Statistica," and SYSTAT offers a package also called "SYSTAT."

Mr. Wilkinson, an adjunct professor of statistics at Northwestern University, took the battle public late last year by mailing to statisticians copies of a 25-page pamphlet he wrote called "The Truth About StatSoft and css: Statistica," in which he laid out his allegations.

A 46-Page Rebuttal

Representatives of StatSoft immediately issued a 46-page rebuttal, flatly denying charges of plagiarism and false advertising and arguing that Mr. Wilkinson's pamphlet contained many misrepresentations. It was also, StatSoft said, full of errors.

Mr. Wilkinson countered with a six-page reply, acknowledging and correcting several errors in his

pamphlet, but reiterating his main points. He accused StatSoft of avoiding or deliberately misstating his contentions.

Mr. Wilkinson's main point, he says, is that the procedures used in "css" are applied to problems incorrectly. That is evidence, he contends, that those who developed the program are not experts in statistical science. "Those people have no training, no teaching experience, and no publications in statistics," he says.

Mr. Wilkinson offered to provide the names and backgrounds of those who helped design his company's package, pointing out that StatSoft has refused to do the same thing. Individuals who are known to have helped design StatSoft's package, he says, are not recognized in the statistical field.

Mr. Lewicki, a professor of psy-

chology at the University of Tulsa, says that StatSoft, like some other software developers, had agreed to keep confidential the names of those who helped develop its software. "Many of the people involved in software development do not want others to know that they are making money on their expertise," he says.

Mr. Lewicki acknowledges that while he is not a professional statistician, his company's program, based on his ideas, was written by professional computer programmers working with statisticians. "That's the way things are done today," he says.

'Bugs' in Both Programs

A report prepared by a member of the Statistical Consulting Centre at the University of Melbourne, Australia, who evaluated the statistical packages produced by the two companies, found that both programs made errors—in the vernacular, they had "bugs"—but concluded that that was "to be expected in statistical software of this scope."

The report, which contained some negative comments about SYSTAT's package, found that "some statistical concepts seem to have been completely misunderstood and misapplied in 'css: Statistica.'"

Mr. Lewicki says the evaluation of his company's product was inaccurate because the "css" package used was an old version, not the latest software. He says the report was paid for by an Australian software company that had been told by StatSoft that it could not continue to offer both statistical packages, only one or the other. Mr. Lewicki says the report was not prepared until after the company stopped carrying "css."

Mr. Wilkinson says he made his point and would be content to let the matter rest. But Mr. Lewicki says StatSoft wants a retraction of Mr. Wilkinson's charges. If it is not forthcoming, he says, there could be a lawsuit.

Computer-Science Students Match Wits in International Programming Contest

Continued From Page A21

scientific and educational society for computer professionals. The finals were sponsored by AT&T Easylink Services, an organization that supplies electronic mail to its customers. The company provided \$25,000 in scholarships, which went to the top seven teams, and four notebook computers, which went to the institutions represented by the top four teams.

The competition is designed to recognize good programmers, said William B. Poucher, a professor of computer science at Baylor University and the contest's director. It forces students to work as teams. "Our school system is set up to build gun slingers," he said. But in the business world, people rarely work alone. "Progress is made through teamwork."

At the start of the finals, the teams got their first look at the seven contest problems, which ranged from the arcane—designing tables for a relational data base, which was the only one that none of the teams solved—to the common—connecting a series of computers with the least amount of cable.

Other problems included writing programs that would evaluate simple spreadsheets, calculate a boat's position with a radio direction finder, help entomologists keep track of moth-eradication efforts, play a simple game called Othello, and determine which buildings in a city are visible in a southern elevation.

Each team worked on its own desktop computer, which was linked by a network to computers used by judges in another room. Programming was done in today's two most commonly taught computer languages, "C" and "Pascal." The capabilities of "C" were restricted a bit, so that its users would not have an advantage over students using "Pascal."

Using electronic mail, teams could ask the judges for clarification of problems, submit solutions, and obtain results. A solution rejected by the judges incurred a 20-

minute penalty, so offering no solution was frequently better than turning in a wrong one.

Once the judges decided that a team's proposed solution was acceptable, a helium-filled balloon was tied to the team's station. The color of the balloon represented the problem that was solved.

The balloons were a recent addition to the competition, to give spectators a more dramatic way of keeping track of the contestants' progress. "Otherwise, it's just a bunch of people typing," said Mr. Poucher. "It's pretty boring to watch that for five hours."

Breaking the Tension

More-detailed reports on the progress of the teams were available from computer monitors set up outside the competition area.

Despite the frenzied air, team members frequently stopped working. Throughout the event, programmers suddenly stood up from the keyboard and wandered about with glazed expressions, only to race back and begin typing frantically. Some students broke the tension by juggling.

Last year, Mr. Poucher said, a student tried to get a pizza delivered during the contest. "The judges ate it," he said. "They paid for it," he added hastily.

Corporate sponsorship for the event has been relatively easy to obtain, said Mr. Poucher, because of a dearth of graduates qualified as computer analysts. "This event is designed to reward those studying computer science," he said.

As it happened, none of the three members of Melbourne's team—Andrew Conway, Craig Dillon, or Stephen Simmons—specialized in computer science. As undergraduates, the three majored in combinations of mathematics, engineering, and physics. "It makes our victory all the sweeter," laughed Mr. Simmons.

But, he said, both he and Mr. Dillon will be studying computer science next year as graduate students. "The scholarship money won't be wasted."

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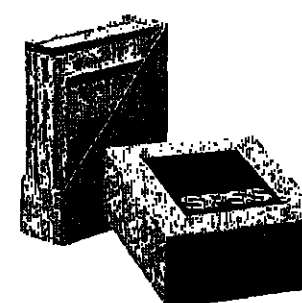
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Biology. "The Chemical Synapse Tutorial," for Apple Macintosh. Requires "HyperCard." Tutorial introduces students to chemical synapses, presynaptic and quantal theory, postsynaptic cell, excitatory vs. inhibitory synapses, presynaptic and postsynaptic inhibition, and facilitation. \$29; quantity discounts available. Contact: Intellimind, Department 0400, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Business. "Advanced Business Decisions Using Lotus 1-2-3, Release 2.3," for IBM PC and compatibles. Lets students explore the advanced financial capabilities of "Lotus 1-2-3" for business decisions; includes student textbook, \$30. Contact: Addison-Wesley Publishing Company, One Jacob Way, Reading, Mass. 01867; (617) 944-3700.

Business. "Solving Classic Business Problems: An Introduction to Lotus 1-2-3, Release 2.3," for IBM PC and compatibles. Lets business students use "Lotus 1-2-3" to explore and solve real-world business problems; includes a student textbook, \$30. Contact: Addison-Wesley Publishing Company, One Jacob Way, Reading, Mass. 01867; (617) 944-3700.

Data management. "On-Line Photo Catalog," for IBM PC and compatibles. Lets librarians and others create an electronic catalog for photographs; lets user search by six different subject headings; \$199. Contact: Right On Programs, 755-S New York Avenue, Huntington, N.Y. 11743; (516) 424-7777.

Nursing. "Caring for the Patient: A Nursing Series," for IBM PC and compatibles. Includes four programs: "Caring for the Patient With a Chest Tube" and "Caring for the Patient With a Gastrointestinal Tube" give nursing students the basic information, intervention principles, and procedures involved in each case, along with the rationales; "Caring for the Patient With Type I Diabetes" and "Caring for the Cardiac Patient" let students select information for assessment and participate in monitoring, decision making, and providing interventions; \$87.50 each for members; \$125 each for others. Contact: Health Sciences Consortium, 201 Silver Cedar Court, Chapel Hill, N.C. 27514-1517; (919) 942-8731.

Physics. "Optics Lab," for Apple Macintosh. Lets students explore the laws of reflection and refraction through a simulated laboratory; provides opportunities to create spherical or flat lenses and mirrors of any size, shape, and index of refraction; \$35; quantity discounts available. Contact: Intellimind, Department 0400, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

OPTICAL DISKS

Anatomy. "Atoms to Anatomy: Anthology of 3-D Imaging," for videodisk players used with Apple Macintosh. Requires "HyperCard." Lets anatomy students manipulate models to examine vision, hearing, respiration, perception, muscular movement, and the skeletal system from the molecule through the gross anatomical level; includes images derived from PET and CT scans and ultrasound; \$695. Contact: Videodiscovery Inc., 1700 Westlake Avenue North, Suite 600, Seattle 98109-3012; (800) 348-3472 or (206) 285-5600.

Medicine. "The Small Intestine and Appendix," for videodisk players used with IBM PC and compatibles. Requires "InfoWindow." An introduction to the small intestine, appendix, and acute appendicitis; includes the 12 major steps of an appendectomy; \$650 for members; \$1,200 for others. Contact: Health Sciences Consortium, 201 Silver Cedar Court, Chapel Hill, N.C. 27514; (919) 942-8731.

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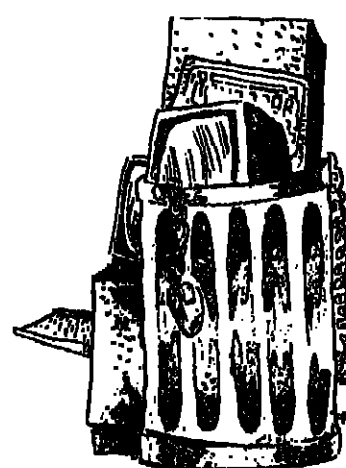
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Ways & Means

A group that represents House Republicans has written the presidents of about 60 major research universities, calling on academe not to transfer "technology critical to our economic growth to competing nations intent on capturing American markets."

The letter, from the House Republican Research Committee, also asks the presidents what their institutions' policies are on sharing technology with foreign entities that have given them money.

"We are most concerned about the role American institutions of higher learning are playing in the ever-increasing transfer of U.S. technology to foreign-owned corporations," the letter adds.

One House Republican aide said the committee was disturbed by reports that universities, after building up their research capabilities through years of federal support, were refusing to share with American companies the results of research supported by foreign companies.

The committee conducts research for Republican members of the House.

A report is expected soon from the General Accounting Office, the investigative arm of Congress, on the transfer of technology from American universities to foreign companies, a committee aide said. The committee's letter is an additional attempt to collect information and could be followed by a hearing on the issue, the aide added.

If some students go to college in Vermont because they love skiing, that's fine with Gov. Howard Dean. In fact, the Governor is even encouraging them, with a new recruiting poster that combines classic images of higher education and skiing.

The poster features a student reading at her desk, which has a computer on it. The backdrop is not a dorm room, but a field of moguls on a steep ski slope, and her colorful ski equipment is prominently featured.

The poster reads, "Vermont: It's a great location for an education. Want to make tracks in your field of choice? Look into Vermont." The poster also lists the names of 23 public and private colleges and universities in the state.

Governor Dean displayed the poster at a recent press conference. Questioned on the poster's goals, he said there was nothing wrong with a recruitment drive aimed at out-of-state students "who have the money to come ski." Said Governor Dean: "I don't make any apologies for trying to market the products of Vermont, whether it's intellectual products or manufacturing products."

He said higher education is the fourth-largest industry in the state, and the campaign could help institutions by attracting students who can sustain the colleges.

Government & Politics



Dolores E. Cross of Chicago State U. With the abolition of the awards, will minority students "take the trouble to apply for financial aid?"



Charles A. Akemann, a UCLA math professor: "You had it right in your pronouncement of a little over a year ago. No discrimination period."

U.S. Proposal to Bar Minority Scholarships Draws Heavily Negative Response From Academe

By SCOTT JASCHIK

WASHINGTON

Education Secretary Lamar Alexander's proposed rules to bar most minority scholarships appear to satisfy very few people.

Last week was the deadline for the public to comment on the proposed regulations. Of the 111 responses (excluding those submitted as part of a high-school class assignment) only 14 endorsed the Secretary's plan.

A total of 74 groups and individuals wrote to say that colleges should be allowed to restrict some scholarships to members of certain ethnic or racial groups. An additional 19 responses criticized Mr. Alexander for not going far enough to eliminate minority scholarships, and 4 took no clear position on the regulations.

Impassioned Debate

Debate about the issue continued to be impassioned. Supporters of minority scholarships wrote that abolishing the awards would discourage black and Hispanic students from going to college. Dolores E. Cross, president of Chicago State University, wrote: "It is true that many minority students would qualify for scholarships on the basis of need. However, after reading about the proposed elimination of minority-targeted scholarships, will those students take the trouble to apply for financial aid? Or for admission to college?"

Critics of minority scholarships argued that the awards violated federal anti-bias laws and actually hurt minority students. Robert E. Kriebel, vice-president for academic affairs at Jacksonville State University, wrote: "It is counterproductive to implement financial aid policies which focus

on racial or ethnic differences. Much of the intolerance on campuses today is the result of ill-conceived programs which grant ex-

to enact his proposed regulations. He issued a statement last week saying there was no timetable for his final decision.

'We Have a Law to Enforce'

Although most of those who responded to his proposal criticized it, Mr. Alexander again said his plan would help minority students while following the law. "We have a law to enforce, passed by Congress, which says that a college receiving federal funds can't discriminate based on race, color, or sex," he said.

Continued on Following Page

U.S. Says Some Foreign 'Contributions' to the SSC Will Be in the Form of Low-Cost Overseas Labor

By KIM A. McDONALD

NEW ORLEANS

The Department of Energy, under pressure from Congress to secure foreign contributions for the Superconducting Supercollider, expects to receive major assistance from four countries—Russia, India, China, and South Korea.

But most of the help will not be in the form of cash or equipment that lawmakers had in mind to defray the cost of building the \$8.25-billion particle accelerator.

Instead, agency officials said, the "contributions" will come mainly from the savings achieved by constructing sophisticated magnets and other technical hardware with low-cost overseas labor.

In addition, they added, much of the overseas work will be done by contracting work to foreign countries without receiving competitive bids from American companies.

The department's plan was revealed

here at a scientific meeting on the supercollider by Joseph R. Cipriano, the project's manager, and other agency officials. Mr. Cipriano estimated that the agency would receive about \$400-million in assistance from the four countries.

Certain to Anger Many Lawmakers

But the disclosure of how the department is calculating its foreign contributions and its intent to award some foreign contracts without competitive bidding are certain to anger many lawmakers concerned about the loss of U.S. jobs to foreign competitors. It is also certain to renew opposition in Congress to the controversial project.

Many scientists and lawmakers say the supercollider, being built 35 miles south of Dallas, is essential to advancing U.S. technology and high-energy physics. Others are concerned that the high cost of building and operating the gigantic particle accelerator will divert funds from other scientific research.

Continued on Page A29

Winthrop College to Alter Program for Black Students

By SCOTT JASCHIK

The Education Department's proposed regulations to bar most minority scholarships would give colleges four years to eliminate the awards. But before the regulations are even final, at least one institution has changed a program that previously provided scholarships only to black students.

Winthrop College has announced that it will no longer offer its African-American Honor Awards, which have provided academically talented black students with scholarships worth half the value of tuition. Instead, the college will award President's Scholarships to students who would bring any kind of diversity to the campus, including minority students, American students from outside of South Carolina, and foreign students.

A Testing Ground

As it changes its scholarship program, Winthrop provides a testing ground for the many claims that have been made about minority scholarships since December 1990, when the Education Department set off a fracas with statements that most of the scholarships violated federal anti-bias laws.

Critics of the Education Department's position have said that abandoning minority scholarships would make minority students feel unwelcome and discourage many from applying to college. At Winthrop, black-student leaders are angry about the change. Says Jonathan I. Gayles, a graduate student who is president of the campus chapter of the NAACP: "What they've done is indicative of a school that doesn't have true concern for a multicultural student population."

Education Department officials and critics of minority scholarships, on the other hand, have said that colleges can find ways to continue to attract minority students, without offering race-exclusive scholarships. Some at Winthrop share that view.

Administrators at the college say they expect black enrollment to continue to rise; some white students say that eliminating the scholarships may improve race relations; and a few black students who have received the scholarships say the awards were not a decisive factor when they decided where to enroll.

Began 4 Years Ago

Winthrop started its black-scholarship program four years ago. Each year, academic standards are set as a qualification for the program. For example, the 39 black freshmen who received the scholarships last fall had to have a combined Scholastic Aptitude Test score of at least 850 and rank in the top third of their high-school class. (The scholarships are renewable for students who perform well, and all of the black students who have been awarded scholarships as freshmen will be allowed to renew them throughout their education at

Winthrop, provided the students continue to do well academically.) Jim Black, Winthrop's dean of admissions and records, says the college decided to change the scholarships to avoid later problems with the Education Department. "The thinking was to stay one step ahead. We see this as a full accomplishment."

Mr. Black says black students will continue to receive many of the scholarships under the new program and continue to come to Winthrop—regardless of whether or not they receive special awards. He says the college has a higher proportion of black students—17 per cent of a total population of more than 5,000—than either Clemson University or the Univer-

The department's critics say that abandoning minority scholarships will discourage many black students from applying to college.

sity of South Carolina, the state's flagship institutions.

But Mr. Black adds that the change in the award program "will help us to do things our current scholarships won't do for us," particularly recruit students from out of state.

Mr. Gayles of the campus NAACP finds it insulting that the college is watering down efforts to recruit black students in favor of attracting students from outside the state. "Historically, we have been excluded from schools like Winthrop, and we've been set behind because most of us weren't at the academic



Merri H. McBride: "The name African American does turn a lot of students off. They don't see why we don't have white scholarships."



Jonathan I. Gayles: "What they've done is indicative of a school that doesn't have true concern for a multicultural student population."

level to go to college or the economic level to pay for college." Mr. Gayles says. "When you throw us into a pot labeled 'diversity,' it really dilutes that which should go to a race of students who have suffered because of their race, because they are black."



Allison M. Brooks: "The name African American does turn a lot of students off. They don't see why we don't have white scholarships."

level to go to college or the economic level to pay for college." Mr. Gayles says. "When you throw us into a pot labeled 'diversity,' it really dilutes that which should go to a race of students who have suffered because of their race, because they are black."

Some black students say that changing the scholarship will lead fewer black students to enroll. Rhonda K. Stephens, a sophomore majoring in elementary education, says she came to Winthrop in large part because of the scholarship, turning down Clemson and Hampton Universities and the University of South Carolina.

She says the scholarship is important, both financially and symbolically. "Seeing that they were helping minority students, that was a plus for me," Ms. Stephens says.

But Allison M. Brooks, a sophomore business major, says she would have come to Winthrop even if she hadn't received the scholarship. "The school has a good reputation in terms of black students," Ms. Brooks says, explaining that the campus is smaller than the state's research universities and thus allows students to have closer contact with faculty members.

Merri H. McBride, a senior who is president of the Student Government Association, says that most white students applaud the decision to stop restricting the scholarship to black students. "The name African American does turn a lot of students off," she says. "They don't see why we don't have white scholarships."

Ms. McBride says the change in the scholarship program should end up bringing students together. "Some minority students are upset about it, but a lot of them understand that if we're going to be more equal, it's important to fall in line with the word diversity," she says, adding: "Here at Winthrop, I don't consider anybody as black or white."

Government & Politics

U.S. Plan to Ban Minority Aid Gets Bad Reviews

Continued From Preceding Page
or national origin," the statement said. "Our purpose in developing policy guidelines is to help clarify how colleges can use scholarships to create diversity on campuses and to help minority students without violating the federal anti-discrimination law."

Controversy Began in 1990

The controversy over minority scholarships has been raging since December 1990, when Michael L. Williams, the Assistant Secretary of Education for civil rights, declared that most such awards were illegal. When Mr. Alexander became Education Secretary last year, he said colleges could continue to offer minority scholarships while the department developed a policy on them. The department issued a proposed version of the policy in December.

Under that proposal, colleges would generally be barred from using their own money to set up minority scholarships. The exceptions would be in cases where a college was operating under a court-ordered plan to remedy past discrimination or where a donor gave money to a college for the specific purpose of supporting minority scholarships.

The regulations would permit colleges to award "diversity scholarships."

"Much of the intolerance on campuses today is the result of ill-conceived programs which grant privileges to special groups of students."

ships" designed to attract a range of different kinds of students to their campuses, but race or ethnicity could not be a requirement. Mr. Alexander said that colleges, by using diversity scholarships and aid based on financial need, could continue to attract minority students.

In their responses, officials of colleges that offer minority scholarships said Mr. Alexander's proposed rules did not take into account the impact the changes would have on minority students, and the difficulties that colleges have in recruiting them. Some of the responses also said the Education Department's proposals could have dangerous ramifications for civil-rights law.

"Very Perplexing Situation"

Bernard H. Uhlmann, a special education coordinator at Saginaw High School, wrote of the positive effects of minority scholarships on the predominantly black student body at his school. He cited awards offered by the nearby Michigan Technological University.

"Not long ago, very few black males would take the trigonometry, calculus, and chemistry classes. Students felt that there was no

Government & Politics

opportunity for them to go to college, so why deal with the difficult classes," he wrote. "That is changing. Now word is getting back to the community that if a student is willing to work hard, they can be successful at Michigan Tech, and the money is available for a student who is willing to try. Now the number of black males in these more difficult classes is increasing every year."

The Rev. Msgr. James Barta, president of Loras College, wrote that the proposed regulations left his institution in a "very perplexing situation." The college is in a community that is 99 per cent white, but it has recruited minority students—in part by offering minority scholarships—in the belief that its students need to be exposed to those from other backgrounds.

The Iowa Student Aid Commission has been urging the college to continue efforts to recruit minority students, Monsignor Barta wrote, but the Education Department's proposed regulations would make that difficult.

Graduate Students Cited

D. Bruce Johnstone, chancellor of the State University of New York System, wrote that colleges would face a particularly difficult time recruiting minority graduate students. At the undergraduate level, he said, there is "a virtual sea of financial aid" for needy students, but because almost all graduate students are financially needy, colleges need to be able to direct limited resources to students they most want to attract, such as minority students.

Officials of graduate schools of education, business, and law made similar points.

Several of those responding to the proposed regulations said the proposed rules would confuse civil-rights enforcement. A group of 20 Democratic Senators, led by Sen. Paul Simon of Illinois, submitted a response stating that the proposed rules could lead colleges to discriminate against members of minority groups in the awarding of aid.

The Senators cited the portion of the proposed regulations that said it was legitimate for colleges to award aid based on financial need, even if the college knew that such a policy would result in a disproportionate amount of aid going to minority students. Under the same principle, the Senators said, the Education Department would have to allow colleges to have policies of providing aid only to students from

counties with small minority populations.

Another response, submitted by the National Women's Law Center on behalf of 40 women's groups, said the proposed regulations would violate the Civil Rights Restoration Act. The act states that civil-rights laws apply to all of the funds used by an institution receiving federal funds. The National Women's Law Center argued in its response that the law would not allow for the distinction in the proposed regulations between funds the college receives from a donor and funds it already has.

Those who wrote to the Educa-

"Word is getting back to the community that if a student is willing to work hard, they can be successful at Michigan Tech."

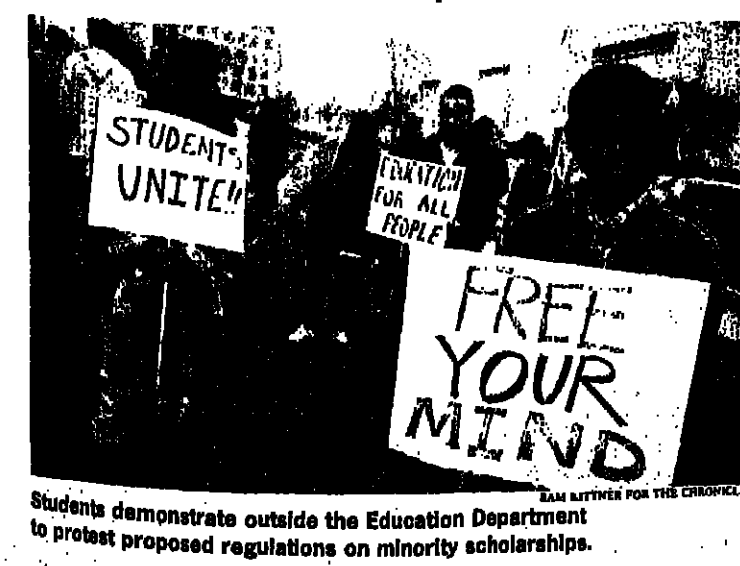
tion Department arguing against minority scholarships also questioned the distinctions made in the proposed regulations. Charles A. Akemann, a professor of mathematics at the University of California at Los Angeles, predicted that if the regulations were carried out, colleges would continue their minority scholarships but under different names, such as diversity scholarships.

Wrote Mr. Akemann: "In short, 'race as one factor among many' creates such a large loophole as to render the principles useless as a guide to policy. You had it right in your own pronouncement of a little over a year ago. No discrimination period."

Robert L. Pecotte, director of financial aid at Northern Michigan University, wrote: "Such scholarships will only create more hate and more racism on our campuses."

Scholarships Criticized

Only one college president—William L. Proctor of Flagler College—wrote to the Education Department to criticize minority scholarships. Mr. Proctor wrote: "I suspect that my opinion will be at odds with most of those expressed by the academic community, but my experience in working with minority students leads me to conclude that they can and will achieve quite well, apart from any provision of programs that make suspect their accomplishments."



Students demonstrate outside the Education Department to protest proposed regulations on minority scholarships.

He added: "In my judgment, it is not necessary to single them out on the basis of race, but simply to deal with their problems, talents, and aspirations as you would any other student."

The presidents of the following institutions wrote to the department, urging it to continue to allow minority scholarships: Albany State, Bryn Mawr, Central Piedmont Community, Loras, and Savannah State Colleges; Bowie State, DePaul, Dillard, Drake, Texas Woman's, Washington, and Winston-Salem State Universities; and the University of Montana.

Two organizations—the American Jewish Congress and the National Association of Scholars—sent responses to the department endorsing the proposed regula-

tions. Eleven organizations, some of them writing on behalf of coalitions, wrote to oppose the proposed regulations, arguing that minority scholarships are legal and necessary.

Groups Oppose Policy

Those groups were: the Association of American Medical Colleges, the American Council on Education, the American Library Association, Congreso de Latinos Unidos, the National Alliance of Black School Educators, the National Association of Independent Colleges and Universities, the National Association of State Universities and Land-Grant Colleges, the National Urban League, the National Women's Law Center, the United States Commission on

Civil Rights, and the University of California Student Association.

As the responses arrived in the mail at the Education Department, several student groups held small rallies outside the department to protest the proposed regulations.

At one of the rallies, a small shanty was built. Organizers said it symbolized the way the Education Department, which they called "the Department of Miseducation," treated black students.

Said Hatem Bazian, president of the Associated Students at San Francisco State University: "This is a grassroots effort. We're getting people to demonstrate that you can fight their racist approach."

Mary Crystal Cage contributed to this article.

Advertisement

A MESSAGE FROM THE PRESIDENT OF THE NATIONAL EDUCATION ASSOCIATION

Opportunity's Closing Door

The doors of equal educational opportunity are closing. We're in danger of returning to the days when college was for the privileged few.

Last year, for the first time in over three decades, state government spent less money on their colleges and universities than they had the year before. And at least 28 states will cut their funding of higher education during the current fiscal year.

What happens when college and university budgets are cut? Faculty positions and courses are eliminated. Students cannot get into the courses they need, so they take longer to graduate. Supplies and equipment are not purchased. Student enrollment is limited. Tuition is raised.

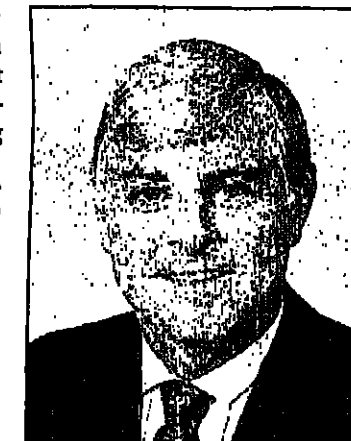
We're beginning to hear the kind of stories from colleges and universities that used to be told only of elementary and secondary schools—of chemistry labs without chemicals, art classes without paint, and libraries that cancel journal subscriptions.

Higher education has met the recession. State governments—caught in a three-way squeeze of recession-reduced revenues, recession-increased social demands, and vastly diminished federal aid—are cutting back on higher education, an area of substantial discretionary spending. Local governments are doing the same.

Reducing higher education spending may lighten the red ink. But it's a short-sighted strategy. At precisely the time our economy needs a well educated workforce, the budget cuts threaten the quality of America's colleges and universities and deny access to many qualified low-income students. Those affected are disproportionately minority.

The higher education bill passed by the U.S. Senate last month would help ease the fi-

College Access in the 1990s



KEITH GEIGER
President, NEA

Middle-income families are also increasingly hard-pressed to meet spiraling college costs. Tuitions have risen 135 percent since 1980. With the average cost of attending a public college \$7,500 a year—and a private college over \$16,000—most students are dependent on financial aid.

But more and more student financial aid is in the form of loans, not grants. In the mid-70s, 76 percent of federal student aid was grants. By 1987 that percentage had dropped to 29.

Skyrocketing tuitions, stagnating family incomes, and the declining availability of grants cause many students to give up on college. Those who graduate, particularly low-income students, emerge overwhelmed by debt.

The higher education bill passed by the U.S. Senate last month would help ease the fi-

nancial burden for low- and middle-income students. The bill would significantly increase both the number of students served and the amount of money they can receive in financial aid. It would also begin to restore the grant/loan balance in favor of grants.

Among the bill's provisions are an increase in the maximum amount of Pell Grants (the major federal student grant program) to \$3,600 a year and a rise in the maximum family income for eligibility to \$42,000. But to ensure overwhelming passage (the vote was 93 to 1), the senators dropped a provision making Pell Grants an entitlement—ensuring that the funds authorized by Congress are actually appropriated.

We're hopeful this critical provision will remain in the House version of the bill and be enacted into law. Pell Grants have been fully funded in just three of the 19 years of their existence. Only making the grants an entitlement can bring stability and predictability to a program relied on by four million students.

Improving student financial aid makes economic sense. For every dollar they get in aid, students return \$4.30 to the federal government in taxes.

At one time college was for the elite—for the sons of the white and the well-to-do. Then came the commitment to make college accessible to all qualified students regardless of gender, race, or economic status.

State university and college systems grew. Financial aid increased. A significant effort was made to recruit minority and women students. The doors of higher educational opportunity swung open.

We cannot allow those doors to close once more.

nea National Education Association • 1201 Sixteenth Street, N.W. • Washington, DC 20036
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Top U.S. Higher-Education Official Wants Colleges to Raise Sights

By THOMAS J. DELOUGHRY
WASHINGTON

Carolynn Reid-Wallace wants the attention of the provosts and presidents of the nation's colleges.

The Education Department's top higher-education official since December, she is not content with the traditional responsibilities of managing the agency's \$12.7-billion budget for college programs. Ms. Reid-Wallace wants to lead a national discussion on raising academic standards at colleges.

"I'm going to talk about it," she says, "and I'm fully aware of the fact that many people will misunderstand or misinterpret what I say, but I shall continue to speak on these issues and also to use the resources of this office to encourage colleges and universities to see standards and quality as critically important matters."

An English professor and former vice-chancellor of academic affairs at the City University of New York, Ms. Reid-Wallace says colleges must do more to help poorly prepared students and to insure that they do not graduate without being able to do college-level work.

"The institution that actually helps its students excel is one that expects sweat and toil from them," she told a meeting of the Association of American Colleges shortly after she became Assistant Secretary for postsecondary education.

In speeches to college groups and in interviews for this article, Ms. Reid-Wallace contends that colleges have contributed to a national problem of low standards that also exist in schools and in homes. "People, somehow, stopped making expectations known or having people adhere to higher expectations," she says.

She uses the results of a 1988 survey by the National Endowment for the Humanities to chastise the 80 per cent of colleges that allow students to graduate without taking a course in Western civilization and the 80 per cent that award degrees to students who have not taken American history. "How can we call our citizens educated if they have never been exposed to the study of the history of their own country?" she asks.

Ms. Reid-Wallace says the "Freshman Year Program" that she helped establish at CUNY is an approach that helps poorly prepared students perform at college levels. In effect at 9 of the system's 17 colleges, the program provides students with improved academic counseling and coordination between basic-skills courses and the freshman curriculum.

'Obviously Unacceptable'

Ms. Reid-Wallace, who is black, says she feels strongly that minority students should be held to high standards. "People feel—and I think they're wrong—that they can't say to a person of color, black or Hispanic, 'This is not acceptable, this is weak, this is not very good,'" she says. "That's obviously unacceptable."

Her statements about raising college standards break new ground for an Assistant Secretary for postsecondary education. Her predecessor, Leonard L. Haynes,



Carolynn Reid-Wallace: "People feel—and I think they're wrong—that they can't say to a person of color, 'This is not acceptable, this is weak, this is not very good.'"

CAROLYNN REID-WALLACE

Born June 26, 1942, in Williamsburg, Va.

Education: B.A., 1964, Flak University; M.A., 1965, Adelphi University; Ph.D., 1981, George Washington University.

Academic specialties: 16th-century English literature and 19th- and 20th-century American literature.

Career highlights: Bowie State University, various administrative positions, 1974-78; director of the National Association for Equal Opportunity in Higher Education/National Endowment for the Humanities Program, 1979-80; director of the National Association for Equal Opportunity in Higher Education/Clearinghouse, 1981-82; assistant director of education for the National Endowment for the Humanities, 1982-87; vice-chancellor for academic affairs of the City University of New York, 1987-91.

Praise From Lawmakers

Some college lobbyists in Washington privately question whether Ms. Reid-Wallace can deliver her message about higher standards while completing work on the rest of her crowded agenda. Those more-traditional responsibilities include reorganizing her office to improve its oversight of student-aid programs, defending the Administration's budget requests for college programs, and monitoring Congress's work in reauthorizing the Higher Education Act.

Ms. Reid-Wallace recently won praise from lawmakers for her office's work on amendments that were offered to the reauthorization bill in the Senate. She performed well in her first test as a spokeswoman for President Bush's student-aid budget during hearings of a House appropriations subcommittee last week. She clashed with Democratic lawmakers over the Administration's plans to cut several aid programs, but was lauded by Rep. William H. Natcher, the subcommittee chairman, for being "calm and collected."

Some officials on the campuses express doubts about whether Ms. Reid-Wallace can get the attention of enough presidents and provosts to foster much of a debate about raising standards. Those who know her, however, say they believe she can.

"That's going to be part of her challenge, to gain that recognition and credibility," says Susan Res-

neck Parr, vice-president for academic affairs at Lewis and Clark College. Ms. Parr worked with Ms. Reid-Wallace in the education division of the National Endowment for the Humanities in the 1980's.

"Chief academic officers are going to welcome some moral leadership in that position," Ms. Parr says. "All of us are struggling with the kinds of questions Carolynn is asking and would welcome a national discussion."

Blanche Premo-Hopkins, vice-chancellor for academic affairs at the University of South Carolina at Aiken and another NEH colleague of Ms. Reid-Wallace's, says higher education needs a national figure talking about the quality of instruction. "I think that at a time when the monetary issue is going to drive our decision making, somebody who cares about quality is going to be welcome."

Others who are unfamiliar with Ms. Reid-Wallace also praise her interest in promoting a national discussion. "If she has something substantive to contribute, I think she'll find a willing and receptive audience," says David W. Adamany, president of Wayne State University. He notes that many colleges have reviewed their general-education requirements recently, but that some deficiencies may remain and should be identified. Ms. Reid-Wallace's call for high-

er standards in academe is consistent with the standards she sets for herself, say college officials who have worked with her. Ms. Reid-Wallace agrees with that assessment, explaining that she was taught early on to meet expectations that were set by her parents and her teachers in the segregated schools of Williamsburg, Va.

"One clearly goes back to those days when being black and female and Southern meant that you had to be 'better than,'" she says. "One almost had to know more than one's counterpart in an effort to simply stay afloat."

Complaints From Employees

Her style in insisting that her standards are met, though, has drawn some complaints from department employees. Rep. Carl D. Pursell, Republican of Michigan, took the unusual step at one of last week's hearings of publicly questioning why Ms. Reid-Wallace has her employees work long days and on weekends. He said she should not forget the importance of allowing people to spend time with their families. "I shall remember that," Ms. Reid-Wallace responded.

Some college officials who are members of the President's Board of Advisors on Historically Black Colleges and Universities also have criticized Ms. Reid-Wallace's style. They took offense at a letter

she sent them last month that suggested that the panel avoid writing in the passive voice its recommendations for involving black colleges in the school-reform movement. The officials said they didn't think a public grammar lesson was appropriate.

Dismissal Criticized

Ms. Reid-Wallace says that she was misunderstood, that she never intended to suggest that the panel's work was deficient in any way. She says her suggestion for using the active voice was a "metaphor" for recommending to the black-college presidents that they make a strong statement asserting the need for their institutions to play a role in improving schools. "What I was trying to suggest," she adds, "is that it's time to empower those institutions."

Some black-college officials have also criticized Ms. Reid-Wallace for firing Robert K. Goodwin last month from his post as executive director of the White House Initiative on Historically Black Colleges and Universities. She has not named a replacement. Mr. Goodwin has since been named executive vice-president of the White House Points of Light Foundation.

Ms. Reid-Wallace says the criticism has not hurt her because she is a strong supporter of black colleges, having earned a degree from Fisk University and having worked at Talladega College and at Howard and Bowie State Universities. She suggests that those who express doubts about her commitment to the colleges do so for political purposes.

College officials also have raised questions about the number of political appointees Ms. Reid-Wallace has hired to assist her. They charge that the cost of hiring the six assistants—four more than her predecessor had—could reduce the amount of money the Assistant Secretary has to carry out a plan to reorganize the office. The plan is being developed because of criticism that the office has not exercised proper oversight of student-aid programs.

Ms. Reid-Wallace says the assistants have valuable government experience that will help her improve the management of the office. She says a reorganization plan has been developed and is being reviewed by Deputy Secretary David T. Kearns.

Some of the early controversies Ms. Reid-Wallace says, have left her wondering at times why she accepted the Assistant Secretary post when Secretary Alexander approached her with the offer. She reminds herself, she says, that she took the job because she thought it was time for her to stop criticizing government and to start helping it.

"I've asked myself," she says, "as well as many of my colleagues: Why is it that those people down at the Department of Education can't do some long-term thinking, and some strategic planning, and some consultative kinds of activities with those of us in the academy who clearly have the answers?"

"Well, I decided that maybe it was time to come in and try to do some of the things I have said ought to be done if higher education in this country is to maintain its preeminent position."

Government & Politics

Government & Politics

Foreign 'Contributions' to Collider Take the Form of Low-Cost Labor

Continued From Page A25

ator will siphon important resources from other areas of science.

Last week Rep. Sherwood L. Boehlert, a New York Republican, promised to make the disclosures about foreign support a key issue in the Congressional battle over whether to approve President Bush's \$650-million fiscal 1993 request for the project.

"I'd say this is one of the more bizarre twists" in the debate over the supercollider, he said. "If we weren't dealing with such a serious matter, I would make it the joke of the day."

'Locking Out' U.S. Industries

Mr. Boehlert said he was particularly disturbed that the department had failed to secure a "single dollar" in foreign assistance, yet was planning to award hundreds of millions of dollars in contracts to other countries without allowing U.S. companies an opportunity to compete for them. He said the department's method of accounting was "getting foreign contributions mixed up with foreign aid."

By "locking out" U.S. industries from participating in lucrative supercollider contracts, Mr. Boehlert added, the Energy Department would not only risk producing hardware for the supercollider "that is questionable in quality," but would promote the transfer of badly needed jobs and technological innovations overseas.

"Last time I checked," he added, "we had a recession with eight million to nine million people unemployed, and what we are saying to them, in effect, is, 'Sorry, you can't get involved.'"

Energy Department officials defended the foreign contracts as a way not only to achieve considerable savings, but also to obtain technical assistance not available in the United States. They also denied that the hardware produced overseas would be inferior, noting that U.S. managers would supervise construction in each country to assure that quality products were produced.

Savings of \$100-Million Seen

Mr. Cipriano said scientists at Russia's Institute of Nuclear Physics at Novosibirsk are now working on low-energy booster magnets for the collider and may be asked to build medium-energy booster magnets, principally because of their expertise in those areas. Mr. Cipriano estimated that the lower costs in Russia will enable the United States to shave about half, or more than \$100-million, from the projected cost of building those magnets.

The medium-energy and low-energy booster magnets will be used to direct the protons as they gain energy in a series of separate accelerators before reaching the supercollider's main ring, 54 miles in circumference.

Edward J. Siskin, general manager of the SSC Laboratory in Dallas, said the low-energy booster magnets, while simple in concept, were among the most technically

demanding parts of the supercollider. He added that the Russian scientists were recognized as the world experts in building those magnets and were even able to improve the initial U.S. design.

'The Best Expertise'

Some supercollider officials argue that in addition to providing expertise not found in the United States, foreign participation in the construction is needed to make the supercollider a truly international project.

"We want to get the best people, the best ideas, the best expertise from all over the world," said John Toll, president of Universities Research Association, a consortium of 78 universities that manages the supercollider for the Department of Energy.

Mr. Cipriano said Energy Department officials were discussing the possibility of awarding contracts to South Korea to build medium-energy booster magnets and to China to build components for the linear accelerator, the device that would provide the initial boost to the protons in the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

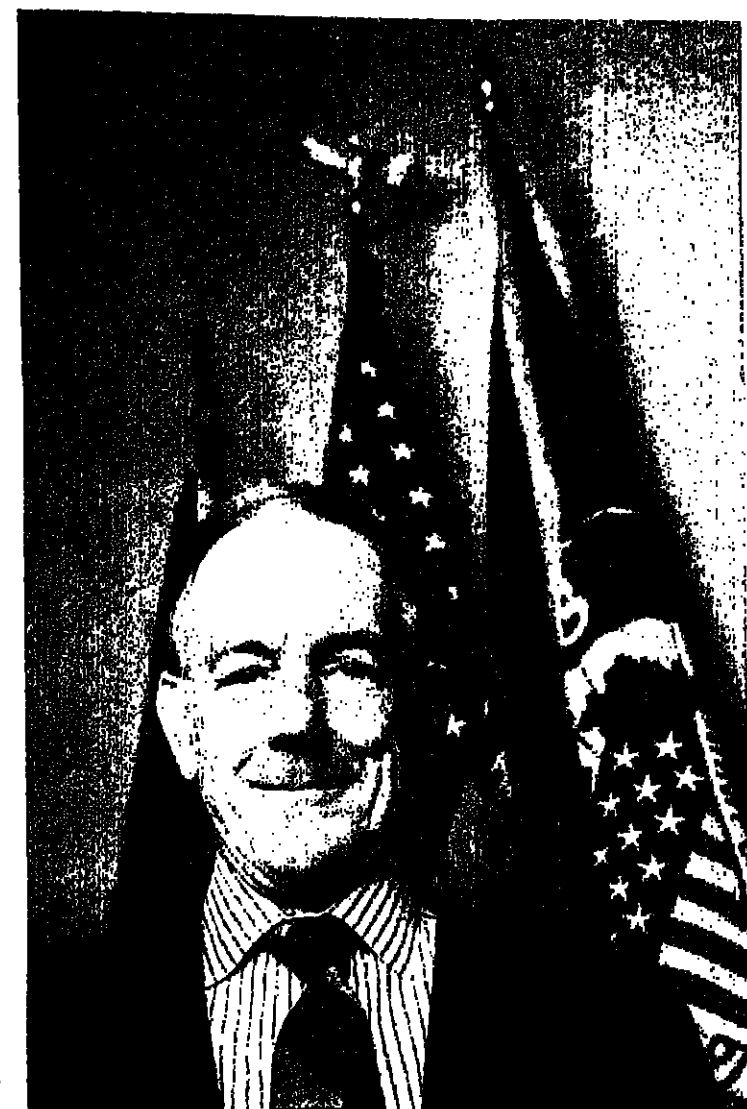
Mr. Cipriano said he could not provide details on how much money South Korea, China, or Russia would receive from his agency for their share of the supercollider's construction, but he estimated that those three countries and India would provide work capable of offsetting by \$400-million the total cost of the supercollider.

Practice Called Deceptive

Despite the criticism of their accounting methods, supercollider officials say they see nothing wrong with considering the difference between the fair market value of a component and the price provided by non-U.S. producers as a foreign contribution. When it comes to reducing the federal government's share of financing the supercollider, they argue, contributions of cash, donations of equipment, and reductions in the cost of building components all have the same impact.

But Mr. Boehlert of New York said he considered the practice deceptive. When the House of Representatives voted in 1990 to require the Energy Department to obtain 20 per cent of the cost of the supercollider from foreign sources, he said, "to a person, what we had in mind was cash," adding: "And they haven't gotten the first buck in from anybody."

The Bush Administration and many Texas lawmakers are banking on Japan to make the largest contribution to the project. They hope the Japanese will provide from \$300-million to \$1.5-billion in cash or equipment—an amount that should quell the controversy in Congress over the foreign-contribution issue. A committee composed of Japanese and American



Sen. Bennett Johnston: "The technology will clearly be an important part of this. And why we would want to share it, I don't know."

officials has already been formed and is scheduled to meet next month in Tokyo to discuss how Japan can contribute to the project.

Officials in both countries say, however, that shortfalls in Tokyo's support for its researchers could make any contribution from Japan difficult. A science official at the Embassy of Japan in Washington said the financial constraints on research in Japan were so great that any contribution to the supercollider from Japan would probably be made mainly for political reasons.

Tensions Surface

The strained relations between the two countries and the tension in Congress over Japan's lack of financial commitment to the supercollider were evident this month after the SSC Laboratory announced that a \$17.8-million contract to build the first 2.7 miles of the collider's underground tunnel had

been awarded to the Obayashi Corporation of Tokyo.

Unemployed U.S. workers deluged the SSC Laboratory and lawmakers with angry phone calls.

Four Democrats—Representatives Mike Parker of Mississippi, Dennis E. Eckart of Ohio, Richard J. Durbin of Illinois, and Jim Slattery of Kansas—wrote a letter condemning the award and urging their colleagues to eliminate the supercollider from the budget. Even a Texas Congressman joined in the criticism.

"At a time when American companies are struggling to survive all over the world—and being shut out of Japanese markets—I find this contract award simply unacceptable," said Ralph M. Hall, Democrat of Texas. Mr. Hall introduced legislation that would require the Energy Department to limit its award of supercollider contracts to companies from countries that

have made "substantial" financial contributions to the project.

Rep. Tom Bevill, Democrat of Alabama, and Rep. Martin Frost, Democrat of Texas, who attended the meeting here, predicted that if Mr. Hall's bill reached the House floor this year, "it would pass overwhelmingly."

The Lowest Bid

But Rep. Joe Barton, a Texas Republican who said he was sympathetic to the concerns expressed in the bill, reminded the gathering that Obayashi had submitted the lowest bid and that it was the only contractor that proposed to use all-U.S. labor and equipment.

Mr. Barton, in whose Congressional district the supercollider is being built, said he doubted the project would be able to proceed on schedule without additional major foreign support.

But Sen. J. Bennett Johnston, a Louisiana Democrat who chairs the Senate Appropriations subcommittee with jurisdiction over energy-research programs, said he worried that there existed, among members of Congress, "too much eagerness and self-motivated expectation of foreign investment" in the supercollider.

Mr. Johnston said he would be satisfied with making the supercollider an entirely American project, allowing U.S. industry the chance to reap the benefits of all of the technology developed from the supercollider's construction.

"The manufacturing technology will clearly be an important part of this," he said. "And why we would want to share it, I don't know." Supercollider officials, however, emphasize that the foreign collaboration they seek in the construction of the accelerator is with scientists who are the world leaders in specific technologies.

"We're working with the best people from around the world," said Mr. Toll of the Universities Research Association. "Japanese industry is ahead of us in superconducting magnets."

Nevertheless, Mr. Johnston said he believed the project could be acceptable to Congress without any foreign participation. "This is the most important scientific project in the world," he added. "And if we think it's so important, then we ought to be willing to pay for it ourselves. We should not make this project dependent on foreign investment, and I think we can win on that ground."

WASHINGTON ALMANAC

IN FEDERAL AGENCIES

Environmental education. The Environmental Protection Agency has issued interim final rules, under the National Environmental Education Act, setting procedures for environmental education and training awards. Comments must be received by April 8 (*Federal Register*, March 9, Pages 3,390-1).

Government fellowships. The James Madison Memorial Fellowship Foundation has issued final rules governing the annual competition for the awards, which are for graduate study by teachers of American history and social studies (*Federal Register*, March 2, Pages 7,321-6).

NEW BILLS IN CONGRESS

Copies of bills may be obtained from Representatives (Washington 20515) or Senators (Washington 20510).

HOUSE OF REPRESENTATIVES

Copyright law. HR 4412 would change fed-

eral copyright law to make it easier for scholars to quote from unpublished documents. By Representative Hughes (D-N.J.) and five others.

Property donations. HR 4357 would establish the National Education Property Board, which would oversee the donation of excess federal property to schools and universities to assist the teaching of mathematics and science. By Representative Levine (D-Cal.).

Scholarship taxes. HR 4418 would repeal a portion of the 1986 tax-reform legislation under which scholarships used for non-academic expenses are taxable. By Representative Lewis (R-Tex.).

Space appropriations. HR 4364 would authorize appropriations to the National Aeronautics and Space Administration for specific research programs. By Representative Brown (D-Cal.).

SENATE

Appropriations. S 2265 would rescind money that was appropriated for Congressional earmarks for fiscal 1992 but has not yet been spent, and use the money to pay

off federal debt. By Senators Brown (R-Colo.) and Smith (R-N.H.).

CONGRESSIONAL HEARINGS

Since changes frequently occur with little advance notice, it is advisable to check with committees on or near the hearing dates.

HOUSE OF REPRESENTATIVES

Science priorities. March 18, 24. Hearings on science priorities for federal agencies. Contact: House Science, Space, and Technology Subcommittee on Science: (202) 225-1860.

SENATE

Science budgets. March 19. Hearing on the proposed budgets for the National Science Foundation and the Office of Science and Technology Policy. Contact: Senate Appropriations Subcommittee on Veterans' Affairs, Housing and Urban Development, and Independent Agencies: (202) 224-7231.

Welfare Reforms Said to Discourage Recipients From Attending College

By GOLDIE BLUMENSTYK

With a 4-year-old son and a 3.89 grade-point average, Roxanne Hefti seems ideally suited to benefit from the welfare reforms that go into effect nationwide this year.

But rather than leading the La Crosse, Wis., woman from public assistance to a professional career, the reforms may lead her to drop out of Viterbo College and return to menial work.

To many educators and advocates for the poor, Ms. Hefti's circumstances are just one example of how the reforms discourage welfare recipients from going to college. The critics say the federal rules for the programs have a built-in bias against higher education and that financially pinched states, for political and economic reasons, also discourage postsecondary education in the way they are carrying out the new welfare program.

And with political figures from President Bush on down now demanding tougher controls on welfare spending, advocates of using welfare to expand access to college fear the political climate will only lead to more barriers.

Twenty-nine years old and divorced, Ms. Hefti quit her job as a \$5-an-hour cashier and returned to college in 1991. She qualified for Aid to Families With Dependent Children and for a welfare program called JONS, which was enacted by Congress in 1988 to help participants avoid dependency on public assistance by making it easier for them to receive education and training.

But because of the way Wisconsin has fashioned its participation in the program, Ms. Hefti says she fears she may have to drop out and give up her goal of becoming a social worker or counselor.

Her Own Initiative

Under Wisconsin's program Ms. Hefti does not get assistance for child care or transportation, as do some of her Viterbo classmates who also are part of JONS. Like them, she must report her grades and schedule to welfare caseworkers. Ms. Hefti doesn't receive the same benefits as her classmates because she was not directed to college by her JONS caseworker but went on her own initiative before qualifying for welfare and being enrolled in JONS.

"I've tried everything to get child care," she says. "That's where a lot of my loan money is going right now." She says she has borrowed \$5,000 this year for college. Ms. Hefti says she would like someday to get a master's degree, but the costs of child care could derail her plans.

"I feel like that's the one thing that's going to make me get out of school again," she says.

The 1988 law which created the Job Opportunities and Basic Skills Training Program, was never intended to be another financial-aid program. But the law, which requires most able-bodied adults to enroll in the program or lose their welfare benefits, expressly allows states to provide postsecondary education "in appropriate cases."

With the federal funds available this year and their matching share, states are authorized to use JONS money to pay for tuition, books, and fees. But often, even the states most supportive of using postsecondary education in the program provide money only for such things as child care and transportation costs.

An October Deadline

States have had several years to fashion their programs, but the deadline for having programs in place is next October. Congress has appropriated \$1-billion for the program this year, but because about half the states have not come up with sufficient matching funds, only about \$550-million is expected to be used.

The differing approaches that states have taken to use welfare to help students go to college reflect Congress's ambivalence about such use. Indeed, before deciding to let states determine how their welfare programs would work with higher education, lawmakers debated whether to bar or require the use of JONS money for college.

According to the Department of Health and Human Services, only nine states say explicitly that they allow JONS participants to enroll in baccalaureate programs. Fifteen, including California, Florida, New York, and Texas, specify that JONS enrollees can receive welfare benefits only while enrolled in two-year degree or three-year certificate programs.

Twenty-four states told the Department of Health and Human Services that they allowed postsecondary education under JONS but did not specify whether they had any restrictions. Three states—Michigan, Oregon, and Nevada—reported that they did not provide JONS benefits to any postsecondary students. But officials in those states said that while they don't refer JONS participants to college, some who initiate college study on their own can be eligible for JONS benefits. It is unclear whether any of the other states also make that distinction but did not indicate that to Health and Human Services.

As Ms. Hefti's case shows, the level of support can vary widely. In some instances the states will provide child care and transportation; in others, state support for postsecondary education may mean merely that the students' Aid to Families With Dependent Children benefits won't be canceled while they're in college.

The reluctance of states to promote college more actively under the JONS program stems from several sources.

A Job-Oriented Program

For some, it's philosophical. California officials "wanted this to be a job-oriented program," says Dale J. Rezabek, coordinator of the program for the state's community-college system. "They didn't want this to be a scholarship program."

Also, as state officials regularly note, using the program to support welfare clients through college,



Roxanne Hefti, who returned to college in 1991: "I've tried everything to get child care. That's where a lot of my loan money is going right now."

particularly the five years it can typically take to complete a baccalaureate degree, can require a great deal of money.

Michael C. Laracy, director of policy, planning, and program evaluation for the New Jersey Department of Human Services, says it could cost more than \$20,000 a year, excluding tuition, to support a single parent with two children

"I didn't like that we had to ride herd on these people like they were kindergarteners." That is a "gross invasion of their privacy."

though college, counting such things as welfare benefits, food stamps, and Medicaid.

"It may be a very good investment. It's not an investment you can make in everybody," Mr. Laracy says. New Jersey has just overhauled its entire welfare system, and the new law specifically mentions four-year college programs as allowable activities for welfare recipients. Still, state officials say they expect most welfare recipients will be offered only the basic education leading to a high-school diploma, or postsecondary education at a community college.

The New Jersey officials say they have seen little persuasive evidence to justify the extra costs of supporting welfare recipients through four years of college.

Mark H. Greenberg, senior attorney at the Center for Law and Social Policy, a public-interest law firm in Washington, is among those who dispute that.

Mr. Greenberg says the real problem is that states are "unable or unwilling" to come up with their share of the funds.

In Maine for example, legal-services lawyers have gone to court several times in recent years to stop the state from deducting welfare benefits from program participants if they also get Pell Grants or other federal student aid. "It's a

real access issue," says Kathleen C. Caldwell, a lawyer who has argued some of the cases.

Critics like Mr. Greenberg say some of the federal regulations drawn up by the Department of Health and Human Services penalize states that promote higher education as an option under JONS.

One rule is especially galling to some state and college officials: a requirement that states have a certain proportion of their JONS participants involved in activities that take at least 20 hours a week. A full-time college student taking 12 credit hours would have to have eight hours of other activity. The regulations do not take into account students' class preparation time, unless the work is being done in supervised study halls.

Mr. Greenberg, who testified before Congress on this issue in December, says the rule creates a "systemic bias" against higher education and encourages states to push welfare clients into less expensive activities, such as job-training or job-search efforts, which can be counted as "20-hour" activities under the regulations.

Indeed, Illinois officials report that the number of JONS participants referred to "job search" programs increased from 1,161 in January 1991 to 3,887 in January 1992, while the numbers enrolled in postsecondary education remained about constant at about 3,700.

'You Can Serve More People'

"It's cheaper to have people in a '20-hour job search' program," says Karen D. Maxson, an administrator in the Illinois Department of Public Aid. "You can serve more people."

Rather than being forced to exclude college students from their participation rates, states like Tennessee and Iowa have asked colleges that enroll JONS clients to create formal study halls.

Many institutions have complied, but some college officials are unhappy with it. David H. Throgmorton, academic dean at William Penn College, wrote Iowa's program administrators to say he was "dismayed" by the policy.

Government & Politics



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Section 2

March 18, 1992



The Time Has Come to Establish Income-Contingent Student Loans

By Barry Bluestone
and Jerome M. Comcowich

AN INVASION of armies can be resisted, but not an idea whose time has come." If Victor Hugo, the author of that statement, is correct, we may be about to witness the creation of a new federal student-loan program based on a model that educators and economists have been talking about for over 40 years.

The economists Milton Friedman, in 1945, and Robert Reischauer, some 20 years later, were among the first to suggest that direct government loans to students, with repayments keyed to the incomes that they earned after graduation, might be a better way for students to finance the costs of their postsecondary education than the current system of bank-financed, fixed-repayment loans.

Although the bill that the Senate passed

recently to reauthorize the Higher Education Act does not include such a loan proposal, the Senate Finance Committee has approved a pilot program of direct, income-contingent loans at 500 colleges and trade schools, beginning in academic 1993-94.

In the House of Representatives, leaders of the Education and Labor Committee are considering a plan for direct loans as part of their version of the reauthorization of the Higher Education Act, although graduates' repayments would not be keyed to their incomes.

Nevertheless, we believe that universal, direct, income-contingent loans have several features that especially recommend

them right now. First, such loans would be available to all students, regardless of family income, thus helping students from hard-pressed middle-income families, many of whom are presently excluded from existing federal programs. Second, the loans would be obtained directly from the federal government, bypassing the private banking system and thereby lowering the interest rates paid by student borrowers. Third, by tying loan recipients' repayments to their incomes, repayment would be flexible; it would be adjusted to the borrower's actual income each year.

By spreading repayments over as many as 25 years, by eliminating the interest subsidy paid by the government on guaranteed loans while borrowers are in school, and by virtually eliminating defaults because loan repayments would be made by payroll

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OPINION

The Time Has Come to Establish Income-Contingent Student Loans

Continued From Preceding Page

deductions paid to the Internal Revenue Service, such a program would be self-financing.

Flexible repayments, plus the use of payroll deductions, would save taxpayers as much as \$3.5-billion a year in default payments. Eliminating the interest subsidy would save another \$2-billion to \$3-billion annually. At the same time, students would have a built-in "insurance" system so that whenever their incomes were temporarily low, their repayments would continue to fit their earnings.

The need for a new financing mechanism for postsecondary education is obvious. At the very time that schooling beyond high school is becoming more critical for individuals as well as for national economic growth, college costs have accelerated faster than the rate of inflation. The tax dollars available for loans and grants have by no means kept pace with the need. This is true for low-income families, but equally true for the middle class.

ANYONE with college-age children can attest to the burden of college costs. The College Board reports that by 1991-1992, the cost to an in-state student of four years of college at a four-year public institution averaged over \$25,000, including tuition and fees, room and board, and miscellaneous school expenses. The same education at a private four-year institution was over \$50,000. At the elite schools, total expenses ran closer to \$90,000. Yet, the amount of student aid available from the federal government under existing grant and loan programs has not kept up with these costs.

The largest of the federal loan programs, the guaranteed or Stafford Loan Program, provides a maximum of \$2,625 per academic year for the first two years of undergraduate study and \$4,000 for each subsequent year, up to a five-year maximum of \$17,250. Hence, a student who takes out the maximum amount of Stafford loans over four years still must come up with an additional \$11,750, on average, to attend a public university and at least \$36,750 to go to a private institution.

The growing gap between college costs and available funds means students are in trouble. According to Kenneth C. Green of the Center for Scholarly Technology at the University of Southern California, the "sticker shock" of tuition and fees is forcing students to "buy down." Students who would have gone to private institutions in the past now are selecting public ones. Those who would have gone full time are forced to go part time. Some who would have selected four-year colleges are going instead to two-year schools, and more students from poor homes are going to vocational schools rather than to college—if they go anywhere at all. In a recent *USA Today* survey of high-school graduates, a third of the respondents indicated that they had delayed or indefinitely put off college because of the expense.

The only reason that college enrollments have not fallen precipitously in light of the growing gap between costs and aid is that colleges and universities are themselves assuming a greater share of the burden, providing more grants and scholarships out of their own revenue. A survey by the Higher Education Research Institute at the University of California at Los Angeles, "The American Freshman: National Norms for Fall 1990," noted that between 1979 and 1989, the proportion of freshmen

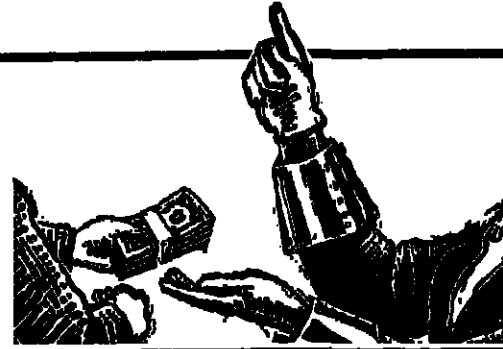
receiving college-financed grants and scholarships increased from 11.3 to 20.3 per cent. Colleges are using part of the higher tuition that they are charging to subsidize low- and middle-income students, in order to help maintain cultural and social-class diversity in the classroom.

If direct, income-contingent loans would make it easier for students to finance their educations and save taxpayers money too,

are part of the vast bureaucracy that services the current array of loans—the specialized private and quasi-public student-aid-financing agencies in each state—also are resisting direct loans; they fear that if these loans are successful, their services will no longer be needed.

Some campus-based student-aid administrators, on the other hand, oppose the loan proposal for a very different, though

"The growing gap between college costs and available funds means students are in trouble."



who could possibly oppose such a program?

Two distinctly different groups have lined up against such loans for two distinctly different reasons. Profit-oriented banks and service-oriented student-financial-aid administrators both have expressed opposition to direct, income-contingent loans.

Commercial banks generate more than \$1-billion in profits each year from their student-loan portfolios. That profit is virtually assured because the banks are protected against defaults by government guarantees. Thus banks object to direct government loans because such loans would force them to give up a lucrative, risk-free market. Furthermore, those who

equally basic, reason. Based on their previous experiences with the government, they fear that the federal bureaucracy is incapable of running a large-scale loan program independent of the commercial banks. They suspect there will be too much red tape and that their jobs will become more onerous.

In responding to this concern, proponents of direct loans generally acknowledge that it would be absolute folly to initiate a new loan program without broadly involving financial-aid administrators when the program's rules and regulations are written. Also, as with other government innovations, Congress would be well advised to begin with a demonstration program, such as the plan the Senate Finance

MÉLANGE

Making Nature Safe for Biotechnology; American Ideology and the New Russia; Ambitions Other Than Matrimony

THE POINT OF BIOTECHNOLOGY is to improve upon nature—to replace the natural with man-made organisms and processes in order to increase overall efficiency and profit. The point is to control nature—to control nature to make it safe ultimately for investment. And this means making nature safe for biotechnology, not the other way around.

The most efficient way to control the future is to invent it. That is why we spend so much more to produce valuable engineered species than to protect economically useless endangered ones. And that is why we continually turn whatever wild ecological systems we have, from rain forests to savannas to estuaries, into carefully managed and engineered, and therefore profitable and predictable bio-industrial, productive systems.

—Mark Sagoff,
director of the Institute
for Philosophy and Public Policy
at the University of Maryland,
in a recent lecture
at the College of Wooster

THE BASIC PROBLEM, as always, is the American habit of interpreting Russia through the prism of our own ideology—of finding there only what we seek, and seeking only what we find comforting. For decades, it was an alien

"Communism" and "totalitarianism." Now it's an American-style "free-market democracy" and "civil society." Many commentators and some correspondents are functioning less as journalists than as cheerleaders for "free-market" capitalism, which they can't distinguish from corrupt black-market. Some base their accounts on self-described Moscow democrats, who aren't always objective sources and whose radical views may be no less self-destructive than those of Russia's pre-Soviet intelligentsia. Even eminent professors have entered the fray. A Berkeley historian tells us in *The New Republic* that we shouldn't hold Boris Yeltsin to high democratic standards, because of the good things he is trying to achieve. Yeltsin deserves our support, but didn't American apologists for the Bolsheviks, and even for Stalin, offer the same excuses?

—Stephen F. Cohen,
professor of politics
and director of Russian studies
at Princeton University,
in the March 2 issue of *The Nation*

IN EARLY CHILDHOOD, I used to color my mother into buying me "Brides" coloring books over and over again, even after she pointed out that all the outfits were white or black and there

Committee approved, to make certain that any administrative problems are addressed and resolved before the program is expanded nationwide.

THE IMPLICIT COALITION between the banks and college financial-aid officers against direct, income-contingent loans does not bode well for helping students and their families cope with the increasingly higher costs of college. Getting the banks to support such a program will not happen, because of narrow self-interest. On the other hand, getting the support of financial-aid officers is absolutely essential to the passage of such a program. This can be done by involving them in developing the program's regulations and operating mechanisms.

Any program that is so good in theory for students, their families, colleges and universities, and American taxpayers should not be allowed to founder on bureaucratic grounds. That is why the practical administrative concerns of the college financial-aid community must be addressed at the very outset of any pilot program.

Direct, income-contingent loans provide the opportunity and structural framework for a renewed national commitment to financing college education in this country. We hope this idea's time finally has come.

Barry Bluestone is professor of political economy at the University of Massachusetts at Boston and a senior associate at the John W. McCormack Institute of Public Affairs. Jerome M. Conover is associate specialist in the office of student services at the University of Hawaii at Manoa.

was very little to color except the bouquets and bridesmaids' dresses. I was a bride every Halloween, and so were half of the other girls in the neighborhood, which probably should have tipped me off to the demographics that would follow those of us born in the '50s and '60s into our adult years: There were hundreds of little brides out there, but there were very few little grooms.

Then, sometime in high school, I started cultivating ambitions other than matrimony. By the '70s, I was in college and telling the men I dated that I would probably never marry.

This apparently made me more desirable, and I triumphed in the knowledge that independence was sexy as well as ideologically correct. They relaxed. They blossomed in the luxury of relationships that existed without the pressures of anachronistic conventions and rituals.

Then they left to wed cheerleaders from a local junior college who wanted nothing else but to be their wives. According to the undergraduate women who come to my office wailing and raging against the social system, this still goes on today.

—Regina Barreca,
associate professor of English
at the University of Connecticut,
in the February 23 issue
of the Detroit Free Press Magazine

OPINION

LETTERS TO THE EDITOR

How Higher Education Deals With Plagiarism

TO THE EDITOR:

There are two crucial aspects of plagiarism not mentioned in either of the articles on the subject in the February 12 *Chronicle* ("Plagiarism Charges Against a Scholar Can Dilemma Experts, Perplex Scholarly Societies" and "Critics Question Higher Education's Commitment and Effectiveness in Dealing With Plagiarism").

First, although most of our campuses have had when it comes to word theft by faculty who should know better, they dispense swift and sometimes harsh justice when students, who are just starting to learn to know better, fail to credit their sources appropriately.

Second, the misappropriation of words has become a way of life in America. We expect our public figures to employ a stable of writers who put prose in their mouths. We assume that many of our best-selling celebrity authors have their books ghosted. And at work we routinely write letters, memos, and reports that are silently incorporated into the letters, memos, and reports of others. Given this climate, it is difficult to do anything decisive about plagiarism.

Not even the plagiarism hunters are immune. *Lingua Franca* ("Double Take," August 1991) reported that *The New York Times* copied five paragraphs of its article on the plagiarism of former Boston University communications dean H. Joachim Maitre directly from the account published in *The Boston Globe*. *The Times* apologized.

And a year or two ago *The Chronicle* reported that a well-known Western university admitted copying its plagiarism manual without attribution from the plagiarism manual of another major Western school.

The offending university simply said it was sorry and that was that. But how does such an egregious act of literary piracy play with students, who are routinely punished for their plagiarism with failure and suspension? Perhaps the university should be slapped with penalties more like the ones imposed for athletic recruiting violations: Bar the English department faculty from conference participation for two years; take away 20 academic scholarships; ban faculty quotes for a season in *The New York Times* and *The MacNeil/Lehrer NewsHour*. Then maybe people would sit up and take notice. Of course none of this will happen, because

cause writing in America, even in the rare instances when it produces significant income, is less important than football and basketball, or even field hockey for that matter.

DENNIS BARON
Professor of English and Linguistics
and Director of Rhetoric
University of Illinois at Urbana-Champaign
Urbana, Ill.

TO THE EDITOR:

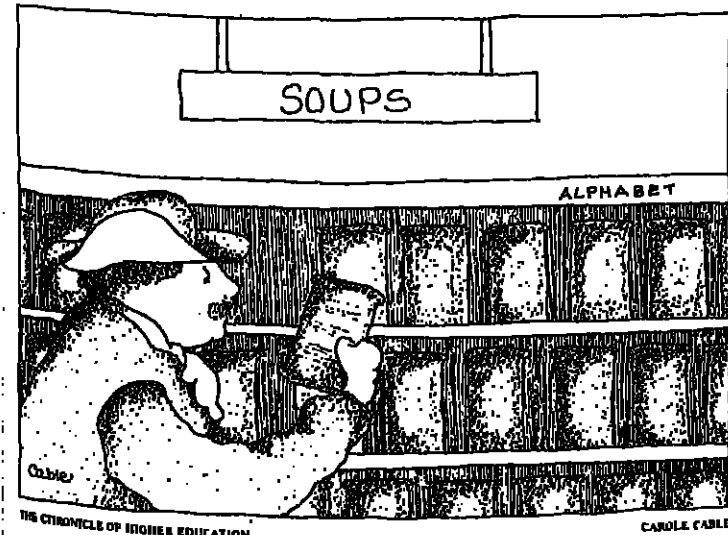
In your otherwise thorough article on how sociological journals responded to plagiarism, two of my comments were so abbreviated as to require clarification. In saying that the scholarly record has not been corrected, I meant that Charles Gallmeier's article continues to be cited in journal articles, textbooks, and scholarly bibliographies on emotion, even though Mr. Gallmeier took a large portion of his introduction, research results, and conclusion section from the earlier publication by the late Louis A. Zurcher. The record will be corrected when Mr. Gallmeier no longer receives scholarly credit for the words, ideas, and research of Mr. Zurcher.

Instead of focusing on Mr. Gallmeier's excuses and university firings, the professional societies and journals involved should have publicized the large overlap between the two articles so that scholars could correctly attribute ideas to Mr. Zurcher's research. Because Mr. Gallmeier claims to report his own research, the scientific issue is not merely text plagiarism but also validity of research findings. To copy published research is not what we mean by scientific "replication."

Journals routinely publish "errata" notices to correct typographical errors; why did neither journal notify readers that an entire article might be in error? By acting indecisively or to protect their friend, officials of the symbolic-interactionist and sociological-of-sports societies betrayed their obligations as elected officers and as scholars.

My statement that "intention is not a crucial criterion in defining plagiarism" responds to the issue of whether copying is plagiarism only when the writer confesses. An accused writer may plead "not guilty," but the university, journal, or ethics committee should reach its own verdict based on the evidence, and publicize its findings to the community of scholars.

Even when a writer insists that the copying was an accident, committees



"Full of suspense, intrigue... Surprisingly witty... I thoroughly enjoyed it."

should protect the integrity of their journal, discipline, and university by letting readers and colleagues know that for whatever reason, a publication may not be trustworthy research.

Finally, Mr. Gallmeier asks why the plagiarism charges did not go directly to the American Sociological Association, but went instead to his campus and to the Society for the Study of Symbolic Interaction. When the alleged plagiarism was first reported to me, Mr. Gallmeier was not an ASA member, and neither journal is ASA-affiliated. He was a member of the symbolic-interactionist society, however, and I was an editor for its journal, in which Mr. Zurcher's article was published.

To his campus I reported through confidential faculty channels that rumors of plagiarism were spreading at a scholarly meeting. . . . This information is entirely relevant to a university's evaluation of the ability and character of a probationary instructor and researcher, including the truthfulness of his employment *visa*. To report these charges for investigation was my ethical obligation under our university code of faculty conduct, which—unlike some of my fellow scholars—regards plagiarism as a very serious violation.

SHYLVIN L. GORNON
Professor of Sociology
California State University at Los Angeles
Los Angeles

TO THE EDITOR:

Scholarly plagiarism may turn out to be a wrong without a remedy. If Charles P. Gallmeier is "in limbo" as the accused, consider my experience as the victim:

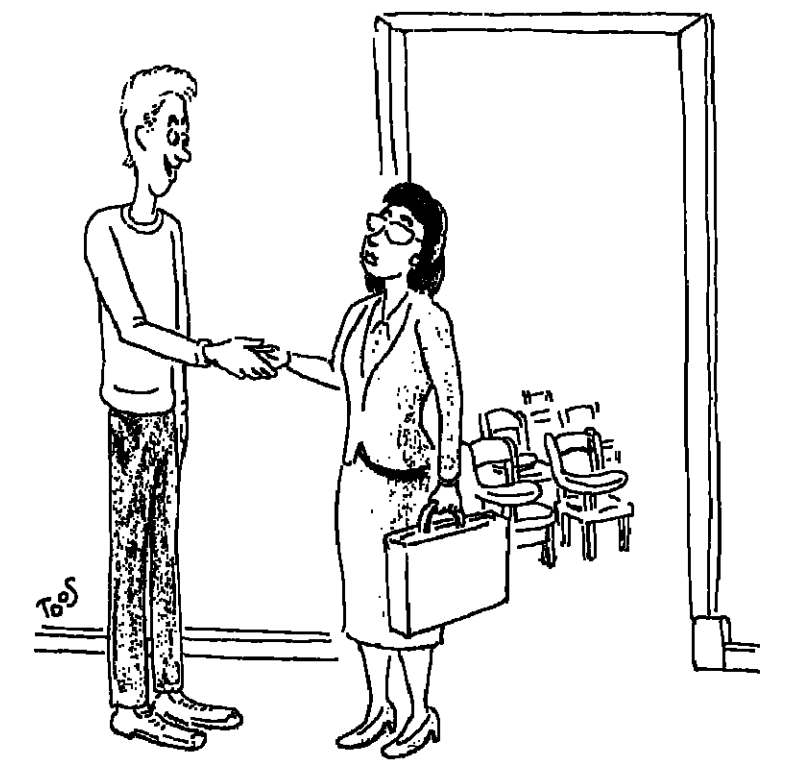
Paging through an obscure journal, I stumbled on an article strikingly similar to an article of mine published in a major national journal. The middle third mirrored my own work as though following an identical outline: footnotes cited identical sources in chronological order. "Coincidence," I muttered until I recognized the author's name. A telephone call to the journal's editor revealed that the article was submitted a few days after I had turned in an early version of my article to a colleague of the author's for critique; the colleague's office was in the same suite as the author's.

Like most scholars who believe that their work has been pilfered, I did nothing. As a lawyer myself, I realize the personal risk is too great and the prospect of redress too low. In a lawsuit for common-law copyright infringement, I would carry the burden of showing that this author had prior access to my work and that his production was so substantially similar to mine that it was improbable that we could have been coincidentally "thinking on the same plane."

Even if I could prove all that, I could show no monetary damages. The author wasn't paid for his article. Likewise, the appearance of his article didn't prevent my work from being published. If I could show no financial loss, I probably couldn't recoup the cost of the lawsuit—likely thousands of dollars.

Making an accusation short of going to court would open me, in turn, to a lawsuit for defamation if there were the least chance that I might not be able to prove my accusation true.

Thomas Mallon's work, *Stolen*



"That was a great lecture. Have you considered doing a video?"

Words: *Forays Into the Brights and Ravages of Plagiarism*, illustrated how the maxim "If it can be done, someone is probably doing it" applies to scholarly plagiarism. Consider how many graduate students write excellent research papers, turn them in and never follow up on the subjects, one can only guess how many of those papers are being recycled without attribution in the wild proliferation of scholarly journals designed to facilitate the meritorious engendered by "publish or perish."

Until scholars can more clearly express what actual harm results from scholarly plagiarism, preferably in terms of dollars, I predict prevention—even by close refereeing—will be difficult, if not impossible.

EILEEN N. WAGNER
Attorney at Law
Richmond, Va.

TO THE EDITOR:

Drummond Rennie asks, "If we don't take a stand on plagiarism, what the hell do we take a stand on?" I would reply: Take a stand on accuracy. The author who writes things that are not true causes much more harm than the one who simply neglects to mention, when presenting valid material, that someone else has written the same things in the past.

In some fields, at least, the publication of false material is also a much more common problem than plagiarism. I have been working for the past few years on the history of the Vietnam War. I cannot recall seeing or hearing of a serious case of plagiarism, but much of what I read is sprinkled with faulty geography, spurious quotations, anachronisms, and every other sort of factual error.

I am not denying that plagiarism is a serious problem or that plagiarists should find themselves in trouble, but what is far more important is that people who publish inaccurate material should also find themselves in trouble.

EDWIN E. MOISE
Professor of History
Clemson University
Clemson, S.C.

Fair use' questions plague copyright law

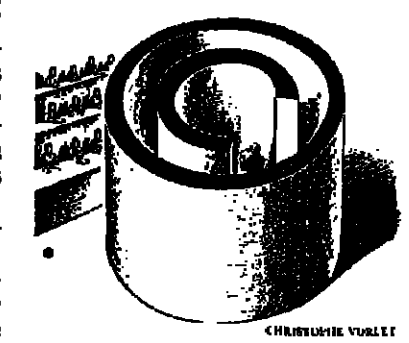
TO THE EDITOR:

Rymond Tackett made some good points in his Opinion piece,

"Copyright Law Needs to Include 'Fair Use' for Course Materials," (February 12). The frustrations of securing permission from publishers and the unreasonableness of some publishers' pricing schedules are common knowledge to academics.

However, Mr. Tackett omitted one important fact about the Kinko's suit (*Basic Books v. Kinko's Graphics Corporation*) that has caused so much chaos in the academy. The judgment in that case only extends to for-profit copy shops. Universities that run in-house, non-profit copy shops may enjoy a protection similar to the protection library copy-machine users enjoy. Fair use does not permit unlimited and indiscriminate copying in either case, and universities may decide that it is imprudent to test the point. But short of sending students to the reserve desk, a non-profit, in-house copy shop may be the best short-term solution.

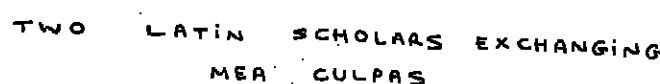
It is perhaps unreasonable to ex-



pect Mr. Tackett to point this out given his association with a proprietary copy shop. And he is surely right in arguing for reform of the copyright law's guidelines on photocopying for educational use. From my research I have come to the conclusion that the real conceptual error is to assume that copyright holders have a perfect right to set prices and terms for permission.

Antitrust suits in the music industry corrected this error in our thinking about property rights for music. The clearinghouses in that industry have streamlined royalty collection and do not grant copyright holders unlimited discretion to set royalty fees. Ironically, it is easier for a bar owner to legally play records on a juke box than it is for uni-

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AMERICAN UNIVERSITY IN BULGARIA

Applications are now being accepted from faculty interested in teaching at the American University in Bulgaria (AUB). The AUB has been established with the assistance of the University of Maine, which has special authority over academic standards and programs. The AUB, a college in the American tradition, is currently in its first year of operation. It is located in Blagovgrad, a city of 75,000, approximately 80 km west of Sofia. The student body for 1992-93 will consist of both first- and second-year students and is projected to be 350-400. Students are admitted through an open, competitive process and come from several countries. All instruction will be in English.

QUALIFICATIONS: Both earned doctorate and evidence of ongoing scholarly activity expected in major field of specialization. Also expected: three years' teaching experience; evidence of ability to assist in student learning and to work interactively with students; evidence of ability to work interactively with colleagues.

Appointments are for one or two years, beginning September, 1992. Salary and rank are negotiable and based on experience. All positions are contingent on final funding approval.

OPENINGS FOR THE FOLLOWING:

Administration: Teach introductory courses in accounting and in administration, covering business, public, and non-profit administration; help design a major in administrative sciences. (1 position)

Computer Science: Teach introductory and intermediate courses in computer science; help design a major in computer science; may also assist in administering campus-wide computer services. (2-3 positions)

Applied Economics: Teach introductory and intermediate courses including International Trade; help design a major in applied economics. (1-3 positions)

English: Teach composition, literature, and public speaking. Preference given to individuals with specialization in American literature, the novel, Shakespeare, literary theory, and women's literature. Also help design English major. (2-3 positions)

Modern Languages: Teach French and German language courses at all undergraduate levels; intermediate through advanced. (1 position)

History: Teach introductory modern world history courses and help design a major in history; expertise in Balkan history desired. (1-2 positions)

Mathematics: Teach calculus and linear algebra, as well as a required core course in probability and statistics. (1-2 positions)

Philosophy of Science: Teach introductory course in methods of philosophy of science that focuses on epistemology and inquiry. Should be able to contribute to development of curricula that helps students understand issues of inquiry and methodology. (1 position)

Political Science and International Relations: Teach introductory political science and international relations, and intermediate comparative politics; help develop a major in political science and international relations. Candidates must be able to approach topics from comparative and interdisciplinary perspectives. Preference given to at least one individual with specialization in comparative politics, political parties and public opinion, or methodology. (1-2 positions)

Anthropology and Sociology: Teach introductory courses in anthropology and sociology, and special topics in areas of specialization. Also help develop courses to meet social sciences distribution requirements. (1-2 positions)

Journalism and Mass Communication: Teach introductory course in mass communication and work with external consultants to develop major, academic background in social sciences desired as is proven grant-acquisition ability. (1 position)

Applicants should include a cover letter; a curriculum vitae, and names, addresses, and telephone numbers of references. Send to AUBO Faculty Selection Committee, University of Maine, 209 Alumni Hall, Orono, ME 04469. Applicants should request that referees send letters directly to Selection Committee. Review of complete applications will begin March 8. The University of Maine is an Affirmative Action, Equal Opportunity Employer.

LINCOLN UNIVERSITY NEW ZEALAND

Academic Appointments in Business and Management

Applications are invited from suitably qualified men and women for up to three academic positions in the Department of Economics and Marketing. (Status equivalent to: Senior Lecturer, U.S.; Senior Lecturer, NZ—Associate Professor, USA; Lecturer, NZ—Assistant Professor, USA).

Annual Salary:
Reader: \$NZ69,880-\$NZ76,320
Senior Lecturer: \$NZ62,000-\$NZ67,080
Lecturer: \$NZ37,440-\$NZ48,088
(approximate exchange rate: \$US1 = \$NZ1.85)

These are three-year positions in the first instance and progression to a fully tenured position could be expected.

Applicants should have a higher degree (preferably Ph.D. or DBA) in a relevant field with appropriate teaching and/or research experience. Applicants for Senior Lecturerships should also have a strong publication record. In exceptional cases appointments may be made at the Reader level. Appointments will be required to teach in two or more of the following areas: Strategic Management; Production/Operations Management; Entrepreneurship/Small Business Management; Organizational Behaviour; Human Resource Management; International Business.

Conditions of Appointment and method of application are available from the undersigned, by fax (647) 325 2885 or email Draper@lincoln.ac.nz. Please quote vacancy number 8219 when making enquiries. Applications close 30 April 1992. Lincoln University is committed to a policy of equal opportunity in education and employment.

Accounting: The University of Texas at San Antonio is seeking a full-time, permanent, tenure-track faculty position in Accounting at the Assistant Professor level effective September 1, 1992 or January 1, 1993. Primary areas of research and teaching are in financial accounting or managerial accounting. Applicants should have an earned doctorate degree or be ABD and other evidence that significant progress toward degree is being made. If degree not completed by date of appointment, the appointment will be on a probationary basis. Professional certification is desirable. Letters of application indicating teaching and re-

searching interests, names and addresses of three references, and the vitae should be sent to Professor Russell F. Boyer, Director, Department of Accounting and Information Systems, College of Business, The University of Texas at San Antonio, San Antonio, Texas 78249-5633. Applicants should indicate salary history and salary requirements. Salary at University of Texas at San Antonio is an Affirmative Action, Equal Employment Opportunity Employer. Women and minorities are encouraged to apply.

THE UNIVERSITY OF AUCKLAND New Zealand

DEPARTMENT OF PSYCHOLOGY

A LECTURESHIP IN PSYCHOLOGY (Vacancy UAC.120)

The Department wishes to strengthen its teaching and research in psychology. The area is open, but the applicant will be expected to contribute to one or more of the areas currently represented. These are: human psychology, physiology, learning and operant behaviour, sensory processes, clinical psychology, psycholinguistics, social psychology, neuropsychology, ergonomics, developmental psychology and cognitive psychology.

Applicants should have a doctorate, some teaching experience, and a proven research record in one or more of the areas above, or in related areas.

A LECTURESHIP IN BIOLOGICAL PSYCHOLOGY (Vacancy UAC.119)

The Department wishes to extend its teaching programme into more biological areas of Psychology. The areas of interest include behavioural ecology, comparative psychology and neuroscience.

The interests of the applicant should be complementary to the areas currently strongly represented. These are: human psychology, learning and operant behaviour, sensory processes, clinical psychology, psycholinguistics, neuropsychology, and cognitive psychology. It is essential that the applicant will develop research interests in common with some of these areas, and perhaps with other appropriate departments of the University. There is also the potential for collaboration with other biological science, the School of Medicine, and Auckland Hospital.

Applicants should have a doctorate, some teaching experience, and a proven research record in one or more of the areas above, or in related areas.

A LECTURESHIP IN CLINICAL PSYCHOLOGY (Vacancy UAC.121)

Current staff members associated with the clinical psychology programme teach and carry out research in a range of areas including clinical neuropsychology, learning disabilities, psychotherapy, systems theory/family therapy, feminist therapy and postmodern psychology. There are excellent opportunities for collaborative work with psychologists and other health professionals within the Auckland area and the wider community. The necessary qualification for Clinical Psychologists in New Zealand is a Master's or Ph.D. degree plus Diploma in Clinical Psychology.

Applicants should have a postgraduate qualification in clinical psychology and clinical experience. The applicant must have a proven research ability and an awareness of interdisciplinary perspectives. A sensitivity to gender issues and New Zealand cultural values is important, and an ability to work cross-culturally would be a valuable asset.

Commencing salary will be established within the range \$NZ27,440-\$NZ49,088 per annum.

Conditions of Appointment and Method of Application for all posts are available from the Assistant Registrar, Department of Psychology, University of Auckland, Private Bag, Auckland. Applications should be forwarded by the closing date 31 MAY 1992.

Please quote the relevant Vacancy Number in all correspondence.

The University of Auckland
An Equal Employment Opportunity Employer



HONG KONG BAPTIST COLLEGE

* A Government-funded Institution
of Higher Education
offering undergraduate and postgraduate courses *

DEPARTMENT OF RELIGION & PHILOSOPHY

Principal Lecturer / Senior Lecturer / Lecturer
(2 Positions) (PR013)

The College is seeking qualified academic candidates for teaching appointments in the Department. The appointees will be expected to teach in the area of Bible Studies/Christianity related subjects or Philosophy/Religion. The Appointee at the Principal Lecturer/Senior Lecturer level may be required to take up teaching of the department and hence possession of relevant administrative experience is desirable. Appointees should possess a Ph.D. degree or equivalent qualification in a relevant discipline and related teaching/research experience at tertiary level.

Terms of Appointment:
Depending on qualifications and experience, salary will be in the range of HK\$457,140 to HK\$589,740 p.a. for Principal Lecturer, HK\$385,020 to HK\$511,860 p.a. for Senior Lecturer, and HK\$312,460 to HK\$388,040 p.a. for Lecturer. Appointment on overseas contracts will be for a term of 2 years. A gratuity of 25% for Principal/Senior Lecturer and 15% for Lecturer will be paid upon satisfactory completion of contract. Subject to review and mutual agreement, last appointment may be renewed either on superannuation terms or gratuity payment will initially be for a term of 2 years. Other benefits include vacation leave, medical and dental benefits for appointee & family, children's education allowance, passage and housing assistance.

Application Procedure: Please send by fax or by mail complete CV and transcripts to the Personnel Section, Hong Kong Baptist College, 224 Waterloo Road, Kowloon, Hong Kong (Fax: (852) 339-7371). Candidates should also ask at least three referees to write directly to the College. Deadline for application is 8 April 1992.

Administrative Sciences: Adelphi University is seeking a full-time, permanent, tenure-track faculty position in Administrative Sciences. The position is in the Department of Management, College of Business, Adelphi University, Garden City, New York 11530. The position is in the Department of Management, College of Business, Adelphi University, Garden City, New York 11530. The position is in the Department of Management, College of Business, Adelphi University, Garden City, New York 11530. The position is in the Department of Management, College of Business, Adelphi University, Garden City, New York 11530.

African American Studies: University of Illinois at Chicago is seeking a full-time, permanent, tenure-track faculty position in African American Studies. The position is in the Department of African American Studies, College of Arts and Sciences, University of Illinois at Chicago, Chicago, Illinois 60607. The position is in the Department of African American Studies, College of Arts and Sciences, University of Illinois at Chicago, Chicago, Illinois 60607. The position is in the Department of African American Studies, College of Arts and Sciences, University of Illinois at Chicago, Chicago, Illinois 60607.



The University of Sydney Australia

Faculty of Nursing

THE ROZELLE HOSPITAL CHAIR OF PSYCHIATRIC NURSING

Reference No. 09/02

Applications are invited from suitably qualified nurses, who are eligible for registration in New South Wales, for the newly established Rozelle Hospital Chair of Psychiatric Nursing at the University of Sydney. The appointee will be expected to provide leadership in clinical practice, research, and will be based primarily at the Rozelle Hospital while being a member of the Department of Psychiatric Nursing and Mental Health Studies within the Faculty of Nursing at the University. The position will be available for five years in the first instance with the possibility of renewal subject to funding.

The appointee should have an outstanding career in the field of psychiatric and mental health nursing with relevant experience within the clinical setting as well as in teaching research and management.

The appointee will be responsible for undergraduate and postgraduate teaching in psychiatric and mental health nursing and will be expected to undertake and supervise research.

The Rozelle Hospital is a major referral and teaching hospital within the Central Sydney Health Service providing specialist services in areas such as drug and alcohol, acute care, psychogeriatrics and rehabilitation. The Nursing Division of the hospital has a long history of excellence in clinical practice and nursing practice and has led the way in the development and introduction of nursing diagnoses specific to this specialty.

Informal enquiries concerning the Chair should be directed to Professor R. L. Russell, Dean, Faculty of Nursing, The University of Sydney, (612) 817 0818.

It is anticipated that interviews for the Chair will be held within the months of the closing date. The University reserves the right to appoint by invitation and not to proceed with any appointment for financial or other reasons.

Salary will be within the range \$73,800 - \$77,800 per annum. (Top of the range will not be available until 23 July 1992).

Provision is also made for private consulting in accordance with the University's regulations. Assistance with relocation expenses will be provided.

Closing: 14 May, 1992

Method of application: Four copies of the application, quoting reference no., and including curriculum vitae, list of publications, the names, addresses and fax nos., of at least three referees, and more than five references.

All applications to be sent to: Assistant Registrar (Appointments), Staff Office (C07), The University of Sydney, N.S.W. AUSTRALIA by the above closing date.

Equal employment opportunity
and no smoking in the workplace are University policies.



THE UNIVERSITY OF HONG KONG

Lecturer in the English Centre (Ref. 91/92-80)

Applications are invited for a Lectureship in the recently established English Centre at the University of Hong Kong, tentatively from May or September 1, 1992. The appointee will be primarily involved in teaching and in teaching English language programmes designed to enhance the proficiency in English of undergraduates studying a wide range of subjects in the humanities and sciences. There are also opportunities for course development at Master's level in the area of applied linguistics (English).

Candidates should have a higher degree in applied linguistics or related field; considerable experience of teaching English at university level to students whose first language is not English; and publication in any relevant area of applied linguistics.

Annual salary (superannuation) is on a 11-point scale: HK\$508,516.480 (approx. US\$1 = HK\$7.80 as at February 28, 1992). Superannuation will depend on qualifications and experience. At current salary scales tax will not exceed 16% of gross income. Children's education allowances, leave and medical benefits are provided; housing and air travel allowances are also provided in most cases at a charge of 75% of actual cost.

Further particulars and application forms may be obtained from the English Centre, Room 404/03, Association of Commonwealth Universities, 28 Gordon Square, London WC1H 0PF UK, or from the Appointments Unit, Registry, The University of Hong Kong, Hong Kong (Fax: (852) 559-2058; E-mail: APPOINT@HKUVM1.HKU.HK).

Closes: 8 May 1992.

African Studies: Outreach Director, Assistant/Associate in African Studies, Department of African Studies, University of Arizona, Tucson, Arizona 85721. Review of applications will begin April 1, 1992. The position is in the Department of African Studies, University of Arizona, Tucson, Arizona 85721. The position is in the Department of African Studies, University of Arizona, Tucson, Arizona 85721. The position is in the Department of African Studies, University of Arizona, Tucson, Arizona 85721.

UNIVERSITY OF BOTSWANA

Applications are invited for the following appointments:

DOCUMENTALIST/ASSISTANT LIBRARIAN

(Vacancy No. NIR 2/82)

The appointee will assist in the processing of non-conventional materials, and produce a variety of indexes and bibliographies in the field of socio-economic development. Familiarity with computers is necessary whilst knowledge of Micro CD/ISIS software together with experience in a special library will be an added advantage. Applicants should have a degree in social sciences/humanities plus a postgraduate qualification in Library/Information Sciences and at least three years' post-professional training. Candidates with a science degree may also apply.

Closing date: 16 April 1992.

RESEARCH FELLOW IN EDUCATION

(Vacancy No. NIR 3/82)

The appointee will undertake research and consultancy on educational issues, taking a macro level perspective, work towards strengthening links between NIR and various organisations at the national, regional and international levels; and develop research and other activities of the unit and the Institute. Applicants should have at least a Master's degree (but preferably a Ph.D.) in the Social Sciences (including Education). Also required are a working knowledge of social science research methods and a good record of publications in international journals (preferably in and on Africa). Knowledge and use of computers will be an added advantage. Salaries who do not have the required experience but have the necessary academic qualifications may apply for consideration as Staff Development Fellows.

Closing date: 16 April 1992.

ASSOCIATE PROFESSOR/SENIOR LECTURER/LECTURER IN COMPUTER SCIENCE

(Vacancy No. 8/CS 1/82)

Preference will be given to applicants working in the following areas of specialisation: Programming Languages, Operating Systems, Database Systems, Computer Architecture, Information Systems/Systems Analysis and Design, Software Engineering, Administration and Business Computer Applications, Communications Techniques and Computer Interpersonal Management. In addition, successful candidates will be required to conduct research and participate in developing the new department, which has extensive and up-to-date computer facilities. Applicants should have at least a Master's degree (but preferably a Ph.D.) in Computer Science and should state the level at which they would like to be considered.

Closing date: 16 April 1992.

LECTURER IN PHYSICS

(Vacancy No. 8/P 1/82: 2 Posts)

Applicants should specialise in one of the following: Geophysics, Environmental Physics (Atmospheric Physics, Radiation Physics, etc.). Appointees will be required to design and teach Physics courses at all levels and to undertake research and other activities of the Department and Faculty. Applicants should have at least a Master's degree but preferably a Ph.D. in Physics.

Closing date: 10 April 1992.

Remuneration per annum: Lecturer/Research Fellow P24,338-P26,332; Senior Lecturer P60,209-P68,378; Associate Professor P61,698-P68,516; Documentalist/Assistant Librarian P17,124-P48,000.

fringe benefits include Motor Car Purchase Advance Scheme, an optional 80% US funded medical aid plan, car allowance at 15% of basic salary for staff earning a basic salary of at least P31,332 per annum and free tuition for spouses and up to four dependent children on courses offered by the University but not at the affiliated and associated institutions. Additional benefits for expatriate staff include: educational allowances for up to four dependent children and gratuity at 25% of basic salary on successful completion of a two-year contract.

Applications quoting the vacancy number of the post applied for, full and up-to-date CVs, certified true copies of educational certificates and names and addresses of three academic referees should be addressed to the Assistant Registrar (Academic Staffing), University of Botswana, Private Bag 0022, Gaborone, Botswana. Applicants should inform their referees to submit references direct to the University before the stipulated closing date. Please note that applications should state information may not be acknowledged. Applicants resident in the UK should also send a copy to the Appointments Office, Association of Commonwealth Universities, 28 Gordon Square, London WC1H 0PF.

SEMINARY FACULTY

Phillips Graduate Seminary, an accredited ecumenical seminary affiliated with the Christian Church (Disciples of Christ) located on two campuses in Enid and Tulsa, OK, invites application for the following tenure track positions (assistant or associate professor level):

Church History—Ph.D. In Reformation, Modern or American Church History required. Preference given to applicants also able to teach Disciples History. Primary teaching responsibility at Tulsa campus. Send application, including CV and three references, to Dr. E. Price, P.O. Box 600, College, Tulsa, OK 74104; before April 6, 1992.

Preaching—Ph.D. required; ordination preferred. Ability to offer some courses in an additional discipline an advantage. Primary teaching responsibility at Enid campus. Send application, including CV and three references to Dr. H. Hall, Box 2335, University Station, Enid, OK 73702 before April 6, 1992. EO/AA.

Applied Extension: The School of Applied Extension, Phillips Graduate Seminary, is seeking a full-time, permanent, tenure-track faculty position in Applied Extension. The position is in the School of Applied Extension, Phillips Graduate Seminary, Enid, Oklahoma 73702. The position is in the School of Applied Extension, Phillips Graduate Seminary, Enid, Oklahoma 73702. The position is in the School of Applied Extension, Phillips Graduate Seminary, Enid, Oklahoma 73702.

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THE UNIVERSITY OF NEWCASTLE New South Wales, Australia

Department of Electrical and Computer Engineering CHAIR OF COMPUTER ENGINEERING

(Position No. A52/92)

Applications are invited from suitably qualified candidates to fill the position of Professor of Computer Engineering in the Department of Electrical and Computer Engineering.

The Department consists of 14 academic staff and 12 technical and secretarial support staff. In addition to the advertised chair, there are chairs in Electrical Engineering, Microelectronics and Power Systems.

The Department has a Special Research Centre in Industrial Control Science, which employs its own support staff and attracts a number of visiting academics.

The Department and the Centre have approximately 20 graduate students and receive substantial funding for their research. In the computer engineering field, the current areas of concentration are massively parallel systems, special purpose architectures, VLSI and real-time software design.

The computing equipment within the Department includes a network of Apollo workstations, a number of smaller machines such as IBM-PC compatibles and Apple Macintoshes, and a variety of in-house constructed microprocessor boards. Members of the Department also have access to the University Computing Centre's VAX and SUN machines as well as the Faculty of Engineering's network of Sony workstations.

It is expected that applicants will have a distinguished record of research and/or substantial industrial development work in the areas of computer engineering or related fields. The applicant is expected to show leadership in research, teaching and industrial interaction in computer engineering. The Professor will have primary responsibility for all computer engineering activities within the Department.

Salary: The salary for this position is \$A73,800 p.a., expected to rise to \$A77,900 p.a. in August 1992.

Professors have the right of limited private practice.

The University is an Equal Opportunity Employer and has a policy of no smoking in the workplace.

COMMUNITY COLLEGE OF THE CAYMAN ISLANDS

Applications are invited from graduates for the following posts to the Community College of the Cayman Islands for September 1992:

1. Accounting—up to ACIB/ATT levels plus Commerce/Business Studies
2. Mathematics—up to 'A' and 'AS' levels plus Computing
3. Auto-Mechanics/Welding/Related areas
4. Food and Beverage Production/Service
5. Hospitality Operations/Management

ACIB—(Associate of the Chartered Institute of Bankers—British)
AAT—(Association of Accounting Technicians—British)
AS—(Associate of Science degree)
A—(Advanced level—British)

These are challenging positions requiring flexibility and the ability to relate to a wide range of academic backgrounds and a willingness to contribute to curriculum development.

Salary commensurate with qualifications and experience on the scale \$24,444-\$37,644 per annum (CI \$1.00 = US \$1.20)

Please send application, curriculum vitae and university transcripts by March 23, 1992 to:

THE COMMUNITY COLLEGE OF THE CAYMAN ISLANDS
BOX 702 CT, GRAND CAYMAN, CAYMAN ISLANDS, BWI
TEL: (809) 948-8560; FAX: (809) 948-8781

Barry University School of Pediatric Medicine, 1180 Northeast Second Avenue, Miami, Florida 33136.

Animal Science: Assistant Professor of Range Animal Science (Three months) (part-time position). Available Fall 1992. Provide strong support to the Department of Animal Science, University of Maine, Orono, Maine 04469. The Department of Animal, Veterinary and Aquatic Sciences, University of Maine, Orono, Maine 04469.

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The University reserves the right to fill the chair by invitation or to make no appointment.

Additional information may be obtained from Professor A. W. Roberts, Director of the School of Engineering, telephone +61 49 21 6067.

Applications close on Friday 29 May 1992.

LECTURER

(Position No. A50/92)

The successful applicant will be required to undertake lecturing and research in the areas of Computer Engineering and/or Electronics and/or Communications or a related relevant area.

Applicants must have: • A PhD or equivalent qualification
• A record of significant research capability and/or development work in the areas of Computer Engineering and/or related areas as shown above.

Teaching experience at University level and a broad understanding of the field of Computer Engineering are desirable.

Additional information may be obtained from Dr R. E. Betz, Head of Department, telephone +61 49 21 6091.

Salary: Salary will be within the range \$A39,463 p.a. - \$A47,150 p.a. Lecturers have the right of limited private practice.

Applications close 1 May 1992.

GENERAL INFORMATION: Further information concerning conditions of employment may be obtained by contacting the Recruitment Unit, telephone +61 49 21 5255 or Fax: +61 49 21 5285.

Applications quoting the appropriate position number (to be shown also on front of envelope) and including full details of qualifications and experience and the names, addresses and telephone numbers of three referees should be addressed to reach the undersigned by the date specified above.

Deputy Director (Recruitment)

The Staff Office

The University of Newcastle, NSW 2308

Australia

Faculty Position with Administrative Responsibility for Medical Education

The East Carolina University School of Medicine invites qualified applicants for a faculty position with academic rank appropriate to candidate's qualifications and responsibilities as Director of Medical Education. This is a new position established to provide support in student and faculty evaluation, educational research, and faculty development. A primary initial responsibility will be the implementation of an in-house faculty development program which will address issues in research, career development and management for faculty at all levels. Applicant should have experience and expertise in curriculum development and evaluation and in faculty development.

For administrative responsibilities in medical education, the person occupying this position will report directly to

STATE UNIVERSITY OF NEW YORK
PLATTSBURGH

The Center for Teacher Education and Education Services announces two new position vacancies and a continuing search for one position for the 1992-93 academic year.

The State University of New York (SUNY) College at Plattsburgh is a comprehensive educational institution that offers more than 50 academic programs of study to approximately 5,000 undergraduates and 800 graduate students. The college employs about 900 faculty and staff.

SUNY Plattsburgh was founded in 1889 as the Hamilton Normal School. In 1918 it became an original member of the SUNY system. The University today is the largest and most diverse educational enterprise in the world, and Plattsburgh is well known for its academic excellence, its friendliness, and its affordability. Located in an area well known for its recreational facilities, Plattsburgh is within an hour's drive of Montreal, Burlington, VT, and Lake Placid, NY with easy access to Boston, Albany and New York City.

Chair, Department of Adult Nursing: Chair, Department of Professional Roles/Mental Health Nursing position require doctorate in nursing or related field and master's in nursing. Documented achievement in teaching, research and service to be appointed at the minimum rank of Associate Professor. Requires community involvement, membership in professional organizations, demonstrated leadership abilities, and flexibility and willingness to work non-traditional hours as times. Minimum experience of five years in nursing education with preference for experience in a university setting, clinical experience required. Applications accepted until position is filled. Review and selection process to begin immediately. Only completed applications will be considered.

Faculty to teach in all specialty areas. Anticipate additional new tenure-track and non-tenure-track positions in expansion and grants. Master's in nursing required; doctorate preferred. Certificate as nurse-practitioner desired for several positions; practice options available; experience in nursing required and teaching experience preferred. Review of applications will begin immediately and until positions are filled.

Additional Temporary Positions which combine teaching and clinical practice as an FNP. Must be eligible for ANA certification as a nurse practitioner and TN prescriptive privileges. Evening and weekend clinics in some positions. Positions contingent upon continued grant and contract funding. All applicants must demonstrate the ability to communicate effectively in writing and on an applicant's lecture. Applicants must be eligible for licensure in Tennessee. Send via e-mail. Applications of four references with letter of application which indicates position of interest to:

School of Nursing
P. O. Box 7061
East Tennessee State University
Johnston City, TN 37614
Phone: 615-929-5626

ETSU is an Equal Opportunity, Affirmative Action Employer

Qualifications: The successful candidate must have:

- an earned doctorate in an appropriate discipline or professional field
- evidence of successful experience teaching in a public school setting (3 years preferred)
- commitment to and a record of teaching excellence (college teaching experience preferred)
- evidence of scholarship and professional activity
- evidence of ability to work effectively with faculty, staff, students, community and school
- evidence of commitment to cultural diversity and ability to prepare individuals to function in a culturally and ethnically diverse society.

Salary: Competitive and commensurate with experience.

Applications should include:

- letter detailing interest and pertinent experience
- curriculum vitae
- official transcripts
- three current letters of reference
- list of names, addresses and phone numbers of current references with knowledge of applicant's ability.

Candidates with a strong commitment to and demonstrated experience in preparing teachers for working with culturally, linguistically and educationally diverse populations are preferred.

The committee will screen candidate applications immediately upon receipt. Selections will be made as soon as possible throughout the Spring 1992 semester, but recruitment will continue until all positions are filled. Applications from women and persons from underrepresented groups are strongly encouraged. Applications should be mailed to:

Chair, Search Committee for position Title & Box #
Office of Personnel
SUNY Plattsburgh
Box 1783-125
Plattsburgh, New York 12061

SUNY IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER.

WESTERN NEW MEXICO UNIVERSITY

The University seeks applications for three tenure track faculty in the Department of Business and Public Administration at the Assistant/Associate or Full Professor rank.

ACCOUNTING—ABD required. Ph.D., DBA, MBA with CPA preferred. Candidates will teach lower and upper level accounting classes at the undergraduate level.

MARKETING—ABD required. Ph.D. or DBA in Marketing preferred. Candidate is required to teach at the undergraduate and graduate levels in the MBA program.

MANAGEMENT—ABD required. Ph.D. or DBA preferred. Generalist to teach in several areas including behavioral and quantitative courses in management. Able to teach at both graduate and undergraduate levels. Beginning date for all faculty positions is Fall, 1992. Review of applications begins March 25, 1992 with position open until filled.

Consideration for appointment as Director of Division of Business will be given on the basis of qualifications. Beginning date July 1992. To apply, send letter of application, resume and a list of five references to Business Search Office for Human Resources, Western New Mexico University, P.O. Box 680, Silver City, NM 88062.

WNMU — AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

Affiliate with the State of New Mexico. Head Coach of Women's Basketball and Faculty in Health, Physical Education, and Sports.

The Health Research Laboratory at UNM is seeking a Ph.D. audiologist to study noise induced hearing loss. Researcher must have minimum of 5 years experience with evoked otoacoustic emissions. Researcher must have a Ph.D. in audiology, research experience in noise induced hearing loss, and a strong background in research. Researcher must have a Ph.D. in audiology, research experience in noise induced hearing loss, and a strong background in research. Researcher must have a Ph.D. in audiology, research experience in noise induced hearing loss, and a strong background in research.

Biological Education Specialist: Teacher in the Department of Health, Physical Education, and Sports Studies and Head Coach of Women's Basketball. Should be able to teach health, wellness courses, sports management, and psychology of sport. Some experience in a fitness/wellness lab desirable. Coaching assignment as head coach of women's basketball team. Tenure track or four-year contract track depending on qualifications. Master's degree required, doctorate preferred with successful college/university teaching experience. Send applications, transcripts, and at least three references by April 15, 1992, to Professor Dale Deuster, Assistant Director, Department of Health, Physical Education, and Sports Studies, Northern Illinois University, DeKalb, IL 60155. Review of applications will continue until a suitable candidate can be identified. AA/EEO.

Behavioral Sciences: Assistant Professor, Behavioral and Social Sciences, Southern Illinois University School of Medicine. Review of applications for a 12-month tenure-track faculty position at the assistant professor level.

Biotechnology/Assistant Professor: The Department of Biochemistry, Molecular Biology, and Cell Biology, Northern Illinois University, DeKalb, IL 60155. Review of applications for a 12-month tenure-track faculty position at the assistant professor level.

EAST TENNESSEE STATE UNIVERSITY

SCHOOL OF NURSING

Department Heads and Faculty Positions

The School of Nursing is comprised of three academic departments and offers accredited associate and baccalaureate degree programs with advanced placement options for accelerated completion. A master's program began in August 1991. The School is a co-receptor of a major W.K. Kellogg award granted to the Division of Health Sciences, as well as other grants and contracts which enable the School of Nursing to operate two nurse-managed clinics - one for the homeless and one extended hours clinic, in a rural area.

Chair, Department of Adult Nursing: Chair, Department of Professional Roles/Mental Health Nursing position require doctorate in nursing or related field and master's in nursing. Documented achievement in teaching, research and service to be appointed at the minimum rank of Associate Professor. Requires community involvement, membership in professional organizations, demonstrated leadership abilities, and flexibility and willingness to work non-traditional hours as times. Minimum experience of five years in nursing education with preference for experience in a university setting, clinical experience required. Applications accepted until position is filled. Review and selection process to begin immediately. Only completed applications will be considered.

Faculty to teach in all specialty areas. Anticipate additional new tenure-track and non-tenure-track positions in expansion and grants. Master's in nursing required; doctorate preferred. Certificate as nurse-practitioner desired for several positions; practice options available; experience in nursing required and teaching experience preferred. Review of applications will begin immediately and until positions are filled.

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- commitment to and a record of teaching excellence (college teaching experience preferred)
- evidence of scholarship and professional activity
- evidence of ability to work effectively with faculty, staff, students, community and school
- evidence of commitment to cultural diversity and ability to prepare individuals to function in a culturally and ethnically diverse society.

Salary: Competitive and commensurate with experience.

Applications should include:

- letter detailing interest and pertinent experience
- curriculum vitae
- official transcripts
- three current letters of reference
- list of names, addresses and phone numbers of current references with knowledge of applicant's ability.

Candidates with a strong commitment to and demonstrated experience in preparing teachers for working with culturally, linguistically and educationally diverse populations are preferred.

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Plattsburgh, New York 12061

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Biotechnology/Assistant Professor: The Department of Biochemistry, Molecular Biology, and Cell Biology, Northern Illinois University, DeKalb, IL 60155. Review of applications for a 12-month tenure-track faculty position at the assistant professor level.

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Nicolet Area Technical College

IS RECRUITING FOR THE FOLLOWING POSITIONS:

INSTRUCTOR OF HISTORY/PSYCHOLOGY

Nine-Month Contract

The instructor will teach freshman and sophomore level courses in history with emphasis on American/Native American history, and will teach psychology courses in human relations and human development. The instructor will also be responsible for the Associate of Applied Science Degree Program.

NOTE: Primary consideration will be given to applicants who have both the history and psychology background as stated below. However, if an applicant has the appropriate history background, the college may select to appoint a person who meets the history requirements.

Beginning Date: Beginning of the 1992 fall semester. Specific date to be confirmed at this time.

Salary: Dependent upon qualifications and experience.

Qualifications:

1. Education: Master's Degree in History with a strong preparation in American History. A strong undergraduate preparation in psychology (minimum of 20 semester credits) emphasizing human relations and human development.
2. Experience: Post-secondary teaching experience in history and psychology. Applied psychology experience preferred. Background in alternative learning methods of instruction desired.

Certification: Must meet and maintain Wisconsin Vocational, Technical, or Adult Education certification requirements.

INSTRUCTOR OF BIOLOGICAL SCIENCES

Nine-Month Contract

The instructor will teach freshman and sophomore level courses in the areas of general biology, botany, microbiology, and the ecological environment and life history of organisms.

Beginning Date: Beginning of the 1992 fall semester. Specific date to be confirmed at this time.

Salary: Dependent upon qualifications and experience.

Qualifications:

1. Education: Bachelor's and Master's Degrees with major in Biological Sciences. Applicants with strong undergraduate or graduate preparation in experience in the microbiology and environmental studies preferred.
2. Experience: Post-secondary teaching experience in the biological sciences preferred.

Certification: Must meet and maintain Wisconsin Vocational, Technical, or Adult Education certification requirements.

Application Procedures and Deadline: Letter of interest, completed application, current resume, and copies of transcripts must be submitted to the Search Committee by April 15, 1992, by 4:00 p.m. Wednesday.

Only complete application packages will be submitted to the Search Committee for consideration. To receive application materials, call (715) 365-4493.

Nicolet Area Technical College is an Equal Opportunity Employer.

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Washburn University

WASHBURN UNIVERSITY is located on a spacious and attractive campus in the capital city of the state of Kansas. Washburn is a municipally supported, state assisted university, composed of five major units: the College of Arts and Sciences, the School of Business, the School of Law, the School of Nursing, and the School of Applied and Continuing Education. Graduate programs are offered in Education, Psychology and Business as well as Law. Traditional undergraduate degree programs plus several two year degree programs are offered. Washburn also operates KTHU, a PBS affiliate, and offers credit courses through this facility. Washburn University invites applications and nominations for the following positions:

Department of Health, Physical Education and Dance: Physical Education with competencies in dance. This is a nine-month tenure track position at the rank of instructor or assistant professor to commence Fall 1992. Primary responsibilities include teaching physical education majors in aspects of dance/theory and other elective activity courses; advising students; and assisting student dance organization. A terminal degree in Physical Education or Dance is required at the assistant professor level. Minimum qualifications include BA in Physical Ed. and PE, in Physical Ed. or Dance. Deadline: May 1, 1992.

Department of Education: Assistant Professor in the area of Early Childhood/Elementary Special Education. This is a nine-month tenure track position. Primary responsibilities include: teaching undergraduate courses in Early Childhood and Elementary Ed.; supervising field experience; advising students; and establishment of a research/teaching record. A Ph.D. in early childhood/elementary special education (educable mentally retarded) or directly related field; experience teaching at pre-school or primary level, familiarity with non-public school child care programs and family service agencies; and university teaching experience. Deadline: April 1, 1992.

Department of Music: Instructor of Music for Group Piano. This is a one-year appointment. Responsibilities will include teaching group piano, studio piano and administering the piano proficiency program; engage in recital performance activity. A master's degree in piano or equivalent experience in teaching group piano, studio piano and performing are required, preparation in teaching piano pedagogy is desired. Deadline: April 1, 1992.

Department of Criminal Justice: Chairperson appointment to commence August 1992. Nine-month appointment with three-quarter time teaching responsibilities. Summer teaching pool. Responsibilities include: supervision of departmental curriculum; instruction; direction; and evaluation; preparation and expenditure of budget; handling student concerns within the department. A doctorate or equivalent, preferably in criminal justice or related field (a law degree is not considered equivalent), a record of excellence in academic career qualifying the applicant for appointment at a senior rank, and a commitment to fostering strong academic programs. Preference will be given to those with demonstrated successful administrative experience and to those with a background in law enforcement. Deadline: April 1, 1992.

Department of Communication Studies: Chairperson at the rank of Associate Professor or Professor. This is a nine-month, tenure-track position to commence August 1992 with possible future 12-month appointment. Responsibilities include: supervise fiscal, personnel and curricular affairs of the department; stimulate, facilitate and participate in faculty development, program development and community service. Teach in area of expertise, and administer and lead the department in an open and democratic manner emphasizing teamwork. An earned doctorate in broadcasting or related mass media area, record of excellence in teaching, scholarly endeavors and service, demonstrated record of excellence in leadership at the university or college level, broadcasting experience. Deadline: April 17, 1992.

Department of Communication Studies: Assistant Professor, nine-month tenure track position in Public Relations to commence August 1, 1992. Responsibilities will include teaching in public relations, public relations campaigns and media writing, reporting, editing, and other writing and theory courses as assigned. Advise students and participate in the ongoing activities of the department and University. A doctorate is required, five years' professional experience in the Public Relations field strongly preferred and teaching experience and accreditation by the Public Relations Society of America desirable. Deadline: April 17, 1992.

School of Business: Several faculty positions in Business Administration. A doctorate or ABD in Accounting, Finance, Marketing, Organizational Behavior/Management or MIS/Quantitative Methods required. Scholarship valued; teaching is highest priority. Business experience is desired. Deadline: April 17, 1992.

To assure full consideration, send letter of application/nomination, current vita, transcripts of all graduate work, and three letters of reference to: Dr. Wayne M. Schuler, Vice President for Academic Affairs (referring the appropriate position) Washburn University, 1700 SW College, Topeka, KS 66621. Application reviews will commence at the appropriate deadline but will continue until the positions are filled. Salary will be dependent upon qualifications and experience. Washburn University is an equal opportunity, affirmative action employer. Minorities and women are especially encouraged to apply.



RIVERSIDE COMMUNITY COLLEGE DISTRICT Riverside, California seeks applicants for SPEECH COMMUNICATION/ FORENSICS INSTRUCTOR

Deadline by 4:00 p.m., April 17, 1992.

Call the Personnel Office at (714) 684-3240, Ext. 291 for additional information and required District application materials.

Equal Opportunity Employer

Chemistry: Senior Mass Spectroscopist. Responsibilities include: maintain and operate mass spectrometry activities including operation and maintenance of a triple stage mass spectrometer, collaboration with faculty, postdoctoral, and graduate students by interpreting and reporting mass spectral data and structural elucidation of unknown compounds, development of new methods, and the routine and supervised analysis of mass spectroscopy techniques in the operation of the system. Requirements: Ph.D. in Chemistry with doctoral work in mass spectrometry. 18 months experience in the use of a triple stage mass spectrometer. 40 hours week. Send resume with Social Security number to: Dr. David A. H. Jones, Director of the School of Science, 10 North Senate, University of Kansas, Lawrence, KS 66045. Tel. 843-2100. D. number 3262917.

Civil Engineering Technology: Tenure-track position. Responsibilities include: Master's degree in Civil Engineering with P.E. or M.S. in Civil Engineering. Relevant industrial experience desirable. Responsibilities include: undergraduate teaching in transportation, geotechnical, and construction management; development of new methods, and the routine and supervised analysis of mass spectroscopy techniques in the operation of the system. Requirements: Ph.D. in Civil Engineering with doctoral work in geotechnical engineering. 18 months experience in the use of a triple stage mass spectrometer. 40 hours week. Send resume with Social Security number to: Dr. David A. H. Jones, Director of the School of Science, 10 North Senate, University of Kansas, Lawrence, KS 66045. Tel. 843-2100. D. number 3262917.

Communication Alaska Pacific University: seeking a full-time assistant professor of speech communication. Duties include: teaching, advising, and supervising students; upper-division Public Speaking, Persuasion, Small Group Processes, and Interpersonal Communication. Requirements: include an earned Ph.D. in the field, a record of excellence in teaching, scholarly endeavors and service, demonstrated record of excellence in leadership at the university or college level, broadcasting experience. Deadline: April 17, 1992.



ANTIOCH UNIVERSITY

Antioch University invites nominations and applications for two faculty positions in its graduate programs in the School for Adult and Experiential Learning (SAEL).

1. Management: Faculty member to teach in innovative weekend M.A. program in Management. Some teaching responsibilities in adult B.A. program as well. Ph.D. required, preferably in one of the following fields: organizational behavior, economics, business policy, operations, or a closely related area. Contact Dr. Stephen Brzezinski, Director of the Graduate Management Program, Search Committee Chair.

2. Conflict Management: Faculty member to direct new M.A. program in Conflict Management. The program will deal with theory and practice across a broad range of applications and will combine both external and residential components. The program will begin Spring 1993. Significant academic and practitioner experience in some area of conflict management and doctrine in appropriate field desired. Contact Dr. Sherry Weber Nicholson, Director of the Individualized Master of Arts Program, Search Committee Chair.

Antioch University is known for its tradition of educational innovation. SAEL is located on the Antioch campus in Yellow Springs, Ohio and serves 500 students through an undergraduate weekend college for adults, a graduate weekend program in management, and an individualized doctoral degree for A.A. program with 220 students in the United States and abroad. In addition to SAEL and Antioch College on the Yellow Springs campus, Antioch University includes Antioch Southern California, Antioch New England Graduate School, and Antioch Seattle.

Thirty minutes from Dayton and an hour from Cincinnati and Columbus, the village of Yellow Springs attracts creative individuals who are socially concerned and vitally involved in the life of the community. The Search Committees will begin reviewing applications as received and will continue to review them until the positions have been filled. The positions are full-time, with twelve-month contracts, and are available July 1, 1992. Applications should include a personal statement of interest and qualifications, along with a complete resume and the names, addresses, and telephone numbers of four references. Send nominations and applications to the appropriate search committee chair at:

Antioch College
100 University Street
Yellow Springs, OH 45387

Antioch University is an affirmative action, equal opportunity employer. Applications from women and minorities are encouraged.

CHAIRPERSON Early Childhood Education College of Education TOWSON STATE UNIVERSITY

The Department of Early Childhood Education is seeking qualified applicants for the position of Department Chairperson.

An earned doctorate in early childhood education, an established record of scholarship and excellence in teaching are required. College level administrative experience for directing a department of nine full-time faculty is essential. This is a tenure-track position of a six-hour teaching load per semester. Salary and rank are negotiable.

Candidates should send a letter of application including areas of teaching experience, three current letters of recommendation, and a sample of scholarly work to:

Dr. Joan Hildebrand
Early Childhood Education Department
College of Education
Towson State University
Towson, Maryland 21204

The application and closing date is April 15, 1992.

Towson State University is a liberal arts based, comprehensive university enrolling 15,000 undergraduate students. It is located on a 325 acre campus in the northern suburbs of Baltimore.

An Equal Opportunity, Affirmative Action Employer

Small Group Processes, and Interpersonal Communication. Requirements include an earned Ph.D. in the field, a record of excellence in teaching, scholarly endeavors and service, demonstrated record of excellence in leadership at the university or college level, broadcasting experience. Deadline: April 17, 1992.

Communication: Temporary Faculty Position. UCSD Communication Department. The Department of Communication at the University of California, San Diego is recruiting for a temporary faculty position with possible extension to a full-time position. The position is in the area of speech communication and will involve teaching and supervising students. Candidates must have a Ph.D. in Communication or a related field, and be able to teach and supervise students. Salary and rank are negotiable. Send letter of application, resume, and three letters of reference to: Dr. David A. H. Jones, Director of the School of Science, 10 North Senate, University of Kansas, Lawrence, KS 66045. Tel. 843-2100. D. number 3262917.

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Chairperson Department of Physical Education and Athletics

Description: The Chairperson of the Department of Physical Education and Athletics leads the department in the development, administration, and coordination of department programs, facilities and personnel. The Chairperson makes recommendations regarding physical education affairs to the Dean of the School of Education and recommends concerning athletic affairs to the Vice Chancellor of Academic Affairs. The department offers majors in three professional programs, a service program, and ten varsity sports for men and nine varsity sports for women.

Qualifications:

- doctorate in Physical Education or a related field
- knowledge of physical education, athletics, teacher preparation and coaching
- demonstrated leadership, interpersonal, and managerial skills within the University and externally on behalf of the University
- experience in administration of Physical Education and Athletic programs at the collegiate level
- demonstrated skills in fostering excellence in teaching, service, scholarship, and faculty development
- demonstrated commitment to enhancing diversity.

Salary Competitive.

Terms of Appointment: Tenure on appointment, rank of Associate or Full Professor.

Beginning Date: September 1, 1992.

To Apply: Letter of application, resume, three current letters of recommendation and undergraduate and graduate transcripts.

Send to:

Dr. Mel Lewis, Chairperson
Search and Screen Committee
McPhee Physical Education Center
University of Wisconsin-Eau Claire
Eau Claire, Wisconsin 54702-4004

Application Deadline: April 17, 1992.

Under a Wisconsin court-approved settlement of litigation involving such positions, the University is obligated to release a broad list of all names of applicants without differentiating the category of those nominees and applicants.

The University of Wisconsin-Eau Claire is an Equal Opportunity, Affirmative Action Employer.

BAY de NOC COMMUNITY COLLEGE 2001 North Lincoln Road Escanaba, Michigan 49829-2511 (906) 786-5802

FACULTY POSITIONS

Bay de Noc Community College, a comprehensive institution accredited by the National Association of Colleges and Universities, is seeking qualified individuals to fill the following positions:

PHYSICS
The successful candidate will plan and teach an eighteen-hour load including classes in general physics, applied physics, and modern physics. A master's degree in physics or a closely related area is required. Master's degree in physics, engineering or closely related area required. Teaching experience desirable.

ENGLISH/COMMUNICATIONS
The successful candidate will be a writing specialist who is committed to the community college philosophy and experienced with teaching in a two-year college. A background in remedial writing, learning disabilities, and working with commuters is desirable. An MA degree in English, communication, or a closely related area is required. A six-hour teaching load will include classes in composition, research writing, and literature.

PSYCHOLOGY POSITION
Successful applicant will teach a variety of psychology courses at the community college level. Preferred qualifications include a master's degree in psychology and teaching experience, preferably at the community college level. Some knowledge and experience of early childhood education is a plus.

Salary: Nine-month contract. Salary is dependent on education and experience. Excellent fringe benefits.

Starting Date: August 17, 1992.

Application Process: Send vita, transcripts, and three references (include phone numbers) by April 15, 1992, to: James Barr, Executive Director for Bay de Noc Community College, 2001 North Lincoln Road, Escanaba, Michigan 49829-2511. Equal Opportunity, Affirmative Action Employer.

Corporate Communications: Primary responsibilities include: develop and coordinate corporate communications, public relations, and media relations. Other areas include: corporate identity, corporate image, corporate culture, corporate social responsibility, and corporate governance. Requirements: M.A. in Communications, Journalism, or Public Relations. Five years experience in corporate communications. Salary: \$32,000-\$42,000. Send resume and three letters of reference to: Dr. David A. H. Jones, Director of the School of Science, 10 North Senate, University of Kansas, Lawrence, KS 66045. Tel. 843-2100. D. number 3262917.

Communications: Temporary Faculty Position. UCSD Communication Department. The Department of Communication at the University of California, San Diego is recruiting for a temporary faculty position with possible extension to a full-time position. The position is in the area of speech communication and will involve teaching and supervising students. Candidates must have a Ph.D. in Communication or a related field, and be able to teach and supervise students. Salary and rank are negotiable. Send letter of application, resume, and three letters of reference to: Dr. David A. H. Jones, Director of the School of Science, 10 North Senate, University of Kansas, Lawrence, KS 66045. Tel. 843-2100. D. number 3262917.

UNIVERSITY OF UTAH GRADUATE SCHOOL OF SOCIAL WORK Announces a Tenure Track Position in ADMINISTRATION/ COMMUNITY PLANNING

Teaching responsibilities will include courses in administration, community organization, and evaluation research. Professional experience with diverse cultural and ethnic groups is desired, as is experience in developing community linkages and course content relevant to the minority experience.

Qualifications for the position include M.S.W. with Ph.D. or D.S.W. (A.B.D.'s will be considered if dissertation is in process) administrative practice experience; and ability to conduct research in a substantive social work area.

Applications should include a letter in which qualifications are set forth; a comprehensive vita; and names/addresses of references who may be contacted by the Search Committee concerning qualifications.

Applications will be accepted until position is filled. Screening to begin February 28, 1992. Women and minority applicants are particularly encouraged to apply.

Applications and nominations should be sent to:

Dr. Kay L. Dea, Dean
Graduate School of Social Work
University of Utah
Salt Lake City, UT 84112. Phone (801) 581-6164

The University of Utah is an Equal Opportunity/Affirmative Action Employer

FACULTY POSITIONS

East Arkansas Community College anticipates openings beginning August 10, 1992, for the following instructional positions. All positions are subject to budgetary approval.

BIOLOGY INSTRUCTOR: Master's degree in biology with educational preparation to teach a variety of biological science courses including laboratories. Teaching experience in microbiology desired.

ENGLISH INSTRUCTORS (2): Master's degree in English. Experience with computer assisted instruction desired for one position.

MATHEMATICS INSTRUCTOR: Master's degree in mathematics. Experience with developmental mathematics desired.

NURSING INSTRUCTOR: For classroom and clinical teaching in child health or medical surgical. Must have or be eligible for Arkansas licensure. Current clinical experience with MSN preferred.

Each position requires a strong commitment to effective teaching and the philosophy of the community college, and the ability to work with a wide range of students. Teaching experience at the community college level is desired. Duties include teaching a 15-hour course load each semester (including day and evening classes), advising, advising, advising on college status and office hours. Salary is based upon faculty salary scale. To allow for community involvement, EACC desires employees who will reside in the College District.

Review of applications will begin April 27, 1992, and continue until positions are filled. To insure equal opportunity, all qualified individuals should submit a letter of application, resume, and copies of transcripts must be received by April 24, 1992. The materials should be sent to: East Arkansas Community College, Personnel Office, Forrest City, AR 72335-8588. An EACC application form will be mailed to each applicant upon receipt of the resume. EACC is an AA-EEO EMPLOYER.

ECKERD COLLEGE MANAGEMENT DEVELOPMENT INSTITUTE

The Eckerd College Management Development Institute seeks a full-time instructor (non-tenure track) for public and contract programs for national clients, beginning July, 1992. The Institute offers a variety of leadership and management programs for corporate and not-for-profit executives.

Position requires exceptional skill in teaching, program development and marketing. Ph.D. in psychology or business and experience in executive education preferred. Send application letter, resume and names of three references to: Eckerd College Management Development Institute, Eckerd College, 4200 54th Ave. South, St. Petersburg, Florida 33711. Application deadline: April 3, 1992.

Corporate Communications: Primary responsibilities include: develop and coordinate corporate communications, public relations, and media relations. Other areas include: corporate identity, corporate image, corporate culture, corporate social responsibility, and corporate governance. Requirements: M.A. in Communications, Journalism, or Public Relations. Five years experience in corporate communications. Salary: \$32,000-\$42,000. Send resume and three letters of reference to: Dr. David A. H. Jones, Director of the School of Science, 10 North Senate, University of Kansas, Lawrence, KS 66045. Tel. 843-2100. D. number 3262917.

Communications: Temporary Faculty Position. UCSD Communication Department. The Department of Communication at the University of California, San Diego is recruiting for a temporary faculty position with possible extension to a full-time position. The position is in the area of speech communication and will involve teaching and supervising students. Candidates must have a Ph.D. in Communication or a related field, and be able to teach and supervise students. Salary and rank are negotiable. Send letter of application, resume, and three letters of reference to: Dr. David A. H. Jones, Director of the School of Science, 10 North Senate, University of Kansas, Lawrence, KS 66045. Tel. 843-2100. D. number 3262917.

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DEPARTMENT CHAIR CHEMISTRY

Kennesaw State College, a comprehensive and progressive regional college recently recognized as up and coming in US News & World Report, invites applications and nominations for Chair of the Department of Chemistry in its School of Science and Allied Health. Located in an attractive suburban area of Metropolitan Atlanta, Kennesaw State is one of the fastest growing units in the University System of Georgia, enrolling approximately 11,000 students in a broad array of high-quality undergraduate and professional graduate programs.

KSC has established a notable record of employing women and minorities and strongly encourages applications from both groups. The Department offers an ACS accredited undergraduate major in Chemistry and has major instructional commitments to undergraduate research, general education, pre-professional preparations, nursing programs, teacher education and the other sciences. Sponsored research activity is growing. Distinctive leadership and a progressive and applied emphasis in teaching, service, and research are desired. Funding for a major new science building is expected in 1992-93.

Qualifications included an earned doctorate in chemistry, associate or full professor rank, administrative ability and effectiveness, demonstrated teaching effectiveness, strong interpersonal skills, and a progressive and energetic commitment to teaching, service, and research that is consistent with the college's mission and strategic vision for future growth and development.

Salary is competitive and commensurate with qualifications. Position is available July 1, 1992.

Applications will be accepted until the position is filled and must be received by April 30, 1992 to guarantee consideration. Send letter of application addressing job qualifications and vita to: Dr. Dorothy Zinsmeister, Search Committee Chair, Kennesaw State College, P. O. Box 444, Marietta, Georgia 30061.

Adjunct Assistant or Associate Professor PHARMACOLOGICAL RESEARCH

Part-time (25% FTE) faculty position available. Requirements: position is responsible for initiation and implementation of pharmacological research. Teaching responsibilities include teaching residents and medical students pharmacological research techniques. Qualifications: Master's degree in biological sciences with a minimum of 3 years' experience coordinating research in new pharmacological agents and research. Experience with psychopharmacological research is required. Significant publications related to pharmacological research is required. Faculty rank is dependent upon qualifications and experience. Respond by April 3, 1992, to:

James R. Hildard, MD
Professor and Chairman
University of Cincinnati Medical Center
Cincinnati, OH 45229
Phone: 513-558-4274

Affirmative Action, Equal Opportunity Employer
The UC Medical Center is a smoke-free work environment.

FAIRMONT STATE COLLEGE Political Science Position Available

Instructor or Assistant Professor of Political Science tenure-track position effective August 15, 1992. Responsibilities include teaching upper & lower level Political Science courses in American Government & Politics, State & Local Government, Public Administration, and Quantitative Methods. Ph.D. in Political Science desirable. Salary commensurate with experience and qualifications.

Send letter of application, resume, official transcripts and three letters of recommendation to: Dr. Ronald D. Pearce, Acting Chairman, Division of Social Sciences, Fairmont State College, Fairmont, WV 26554. Closing date: April 1, 1992.

An Equal Opportunity, Affirmative Action Institution

Computer Information Systems: Cleveland State Community College is accepting applications for the position of Computers and Information Systems Instructor—Master's degree in Computer Science, Management Information Systems, or related area is required. Related work experience is preferred. Review of applications will begin immediately; applications will be accepted until the position is filled. Cleveland State Community College applications should be sent to: Dr. Robert J. Hildard, Director of the Division of Social Sciences, Cleveland State Community College, 6800 Cleveland Blvd., Cleveland, OH 44115. Phone: (216) 763-3370 or call 661-7472-7141, extension 205. AA/EEO, M/F/H/V.

Computer Information Systems: Full-time, tenure track position. Instructor or Assistant Professor of Computers and Information Systems. Master's degree in Computer Science, Management Information Systems, or related area is required. Related work experience is preferred. Review of applications will begin immediately; applications will be accepted until the position is filled. Cleveland State Community College applications should be sent to: Dr. Robert J. Hildard, Director of the Division of Social Sciences, Cleveland State Community College, 6800 Cleveland Blvd., Cleveland, OH 44115. Phone: (216) 763-3370 or call 661-7472-7141, extension 205. AA/EEO, M/F/H/V.

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Regent University Faculty Openings for the 1992-93 Academic Year

Regent University announces anticipated vacancies for the Fall quarter 1992. These positions are contingent upon funding.

ASSOCIATE PROFESSOR OF BUSINESS

Seasoned business faculty possessing an earned doctorate or an M.B.A. with several years of senior executive experience, to teach finance, management and international business at the graduate level.

Contact Person: Dr. John Mulford, Dean, College of Administration and Management, Regent University, Virginia Beach, VA 23464-9800.

ASSISTANT PROFESSOR OF EDUCATION

Applicants should possess an earned doctorate in education, preferably in educational psychology, educational administration, and/or teacher education. Three to five years of K-12 teaching experience is preferred. Involves teaching in the administrator and teacher training program and coordinating services and programs in our outreach program to disadvantaged and at-risk children.

Contact Person: Dr. William F. Cox, Jr., Dean, College of Education and Human Services, Regent University, Virginia Beach, VA 23464-9800.

ASSISTANT PROFESSOR OF DRAMA

Ph.D. preferred to teach and promote a Camera Acting Major at the M.A. level. In addition, position requires teaching performing, graduate seminars in theatre history and criticism, and directing one major production a year.

Contact Person: Dr. Eugene C. Elser, Dean, College of Communication, Regent University, Virginia Beach, VA 23464-9800.

ASSISTANT PROFESSOR OF JOURNALISM

Ph.D. preferred to oversee and teach in a graduate level public relations sequence. Helpful if also able to teach courses in any of the other sequence areas of news-editorial magazine, photojournalism, television news, professional writing and journalism education.

Contact Person: Dr. Eugene C. Elser, Dean, College of Communication, Regent University, Virginia Beach, VA 23464-9800.

ASSISTANT PROFESSOR OF FILM AND/OR TELEVISION

Ph.D. or M.F.A. with professional experience preferred to teach both production and critical studies courses in mass media. Additional duties include: supervision of student productions and projects and advising students.

Contact Person: Dr. Eugene C. Elser, Dean, College of Communication, Regent University, Virginia Beach, VA 23464-9800.

Regent University has the mission of providing graduate level professional education within an evangelical world view. Faculty are expected to share such a perspective. Regent University does not discriminate on the basis of age, handicap, race, gender, color, and national or ethnic origin.

Please submit letter, resume, including three references and statement of faith to: Dr. Eugene C. Elser, Dean, College of Communication, Regent University, Virginia Beach, VA 23464-9800.

Humanities/Social Sciences Faculty Department of Liberal Arts Support National Technical Institute for the Deaf A College of Rochester Institute of Technology



FACULTY POSITIONS

Lorain County Community College, a comprehensive community college, is a dynamic organization with a growing enrollment. The College offers an employment opportunity to qualified academic professionals who share its mission, who understand its objectives, who appreciate shared governance and who desire creative challenges. The emphasis of the College is solidly on excellence in lower division undergraduate instruction. We invite candidates who can demonstrate a similar commitment.

All positions are available for Fall 1992 and are predicated on budget allocations as of July 1, 1992. Each position, except Biology/Chemistry, is tenure-track. The Master's degree in the discipline and college teaching are required. The location, or 30 graduate master's hours beyond the first Masters is preferred for all positions listed below:

Early Childhood Education: Teach Early Childhood Education courses leading to the Associate degree and to pre-kindergarten Associate certification.

English as a Second Language: Teach all levels of English as a Second Language courses to non-native speakers.

(For both positions listed above, candidates qualified to teach in parallel disciplines will be given preferred treatment.)

Developmental Mathematics: Teach courses in the fundamentals of Mathematics, basic and intermediate Algebra and Plane Geometry.

Oral Communications/Theater: Teach courses within the Oral Communications curriculum including ability in direct the forensics program and direct one theatre production per year.

English/Humanities: Teach English Composition (primary role) and Humanities courses (secondary role). The ideal candidate will have academic preparation and teaching experience in both English and a Humanities discipline, e.g., literature, foreign language, the Arts, or Oral Communications.

Biology/Chemistry (Temporary Full-Time): Teach courses in Anatomy and Physiology, Microbiology and freshman level Chemistry. The starting salary range for the instructor level is \$22,450 to \$23,607.

(Please specify position(s) for which you are applying)

Applicants should submit a letter of interest, a comprehensive résumé and the names, address and telephone number of three references. Additional documentation, including a professional statement and a Lorain County Community College application, will be required after receipt of the initial materials. Candidates selected for an interview should anticipate presenting a mini-lecture in the relevant field as part of the interview process. Official transcripts are required prior to employment. Forward all materials to:

Roni M. Brown, Director of Personnel
LORAIN COUNTY COMMUNITY COLLEGE
1005 N. Abbe Road
Elyria, OH 44035

The screening process will begin on March 9, 1992.
Minority candidates and women are encouraged to apply.
AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

Western New Mexico University

Western New Mexico University invites nominations and applications for a tenure track Assistant/Associate Professor for Education Administration in the Department of Education.

QUALIFICATIONS: Demonstrated leadership ability in public schools, exceptional expertise in staff development, social management, instructional supervision, and application of Re-Learning Principles. Candidates with Ph.D. or Ed.D., successful professional experience in a multicultural setting, and/or bilingual ability in English/Spanish will be given preference.

Review of applications beginning March 26, 1992. Position open until filled.

TO APPLY: Please send a letter of application, résumé, copies of transcripts, and three letters of recommendation to Professor in Education Search Office (for Human Resources), Western New Mexico University, P.O. Box 680, Silver City, NM 88062.

WNMU IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

Computer Science/Mathematics: The University of Minnesota, Morris, Division of Science and Mathematics seeks applications for a tenure track Assistant Professor in the Department of Mathematics. The position is available for Fall 1992. The ideal candidate will have a Ph.D. in Mathematics and at least five years of professional experience. Administrative experience is preferred. Two-year appointments (renewable) are available. Salary is negotiable and depends upon qualifications. Reappointment for additional years is possible, depending on the availability of funds and the individual's performance. Minimum qualifications are a M.S. or M.A. degree in computer science or mathematics (Ph.D. preferred) with ability to teach in both areas and at least one year of teaching experience (graduate TA experience acceptable). Preference will be given to candidates who demonstrate potential for excellence in teaching. Send letter of application, curriculum vitae, and three letters of recommendation via U.S. mail by May 1, 1992 to Dr. Michael Kohn, Chair, Division of Science and Mathematics, University of Minnesota, Morris, MN 56001. E-mail: mjkohn@morris.umn.edu or send to Dr. A. Lopez, Search Committee Chair, at aloc@morris.umn.edu or send to Dr. A. Lopez, Search Committee Chair, at aloc@morris.umn.edu or send to Dr. A. Lopez, Search Committee Chair, at aloc@morris.umn.edu.

Counseling: Counseling Center Director, Applications are invited for the position of Director of the Counseling Center. The position is available for Fall 1992. The ideal candidate will have a Ph.D. in Counseling and at least five years of professional experience. Administrative experience is preferred. Two-year appointments (renewable) are available. Salary is negotiable and depends upon qualifications. Reappointment for additional years is possible, depending on the availability of funds and the individual's performance. Minimum qualifications are a M.S. or M.A. degree in counseling or psychology (Ph.D. preferred) with ability to teach in both areas and at least one year of teaching experience (graduate TA experience acceptable). Preference will be given to candidates who demonstrate potential for excellence in teaching. Send letter of application, curriculum vitae, and three letters of recommendation via U.S. mail by May 1, 1992 to Dr. Michael Kohn, Chair, Division of Science and Mathematics, University of Minnesota, Morris, MN 56001. E-mail: mjkohn@morris.umn.edu or send to Dr. A. Lopez, Search Committee Chair, at aloc@morris.umn.edu or send to Dr. A. Lopez, Search Committee Chair, at aloc@morris.umn.edu.

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Academic Excellence in Northern Maine

The University of Maine at Fort Kent invites applications for the nursing faculty positions of Community Health Nursing, Peri-Natal/Pediatric Nursing, and Psychiatric/Mental Health Nursing, and Chair of the Nursing Division in combination with one of the above positions.

RESPONSIBILITIES: Professional duties include 12 credit hour semester load teaching in integrated curriculum of NUN-accredited BSN program, clinical supervision, and participation on appropriate campus and University System Committees.

QUALIFICATIONS: Master's in Nursing required; clinical and baccalaureate teaching experience desirable.

APPOINTMENT: Salary will be appropriate to preparation and qualifications. This is a nine month appointment and includes excellent health/accident/life insurance, TAA-CREF, and Social Security benefits. Duties will begin September 1, 1992.

UNIVERSITY: The University is a small, coeducational, multipurpose institution offering baccalaureate and associate degree programs. Located in rural, rustic Northern Maine, Fort Kent has a population of approximately 5,000, the St. John River Valley a population of approximately 35,000. The economy is dependent primarily on agriculture and wood product industries. The population is largely of French-Canadian and French-Canadian descent, and French is commonly spoken. Transportation to other parts of New England and Canada is available daily via air and bus lines and railway.

APPLICATIONS: Applicants should submit curriculum vitae, transcripts, and three references (with addresses and phone numbers) to:

Search Committee
Faculty Positions in Nursing
University of Maine at Fort Kent
25 Pleasant Street
Fort Kent, ME 04743-1292
(207) 834-3162

UMK is an AVEED EMPLOYER.

Textiles, Merchandising and Interiors
THE UNIVERSITY OF GEORGIA

Department Head Professor or Associate Professor, Ph.D. in one of the areas of study within the department. Outstanding teaching and research record. Graduate faculty status. Leadership experience in academic and professional organizations desired. Available September 1, 1992. Department offers B.S., M.S., and Ph.D. programs: 11 faculty, 250 undergraduates, 20 graduate students. For position description, call 404-542-4861. Nominations welcome. Applications received by May 1, 1992 are assured of consideration. Send résumé, transcripts, and four letters of reference to Dr. James Walters, College of Family and Consumer Sciences, Dawson Hall, The University of Georgia, Athens, Georgia 30602. An Equal Opportunity, Affirmative Action Employer.

MEMPHIS STATE UNIVERSITY

GIS
Assistant Professor of Geography

Anticipated tenure-track position in GIS, REMOTE SENSING AND CARTOGRAPHY, commencing August 1992. Ph.D. expected. Rank and salary dependent upon qualifications. The successful candidate must have strong commitment to quality teaching, to research that results in scholarly publications, and to seeking external research funds. Secondary areas of interest are open but some teaching of lower division courses will be expected. The department is equipped with both ARC/INFO and ERDAS systems as well as a computer and a cartographic lab. Submit letter of interest, vita, and transcripts and have letters of recommendation forwarded from three references. Review of applications will begin on April 15, 1992. Memphis State is an equal opportunity, affirmative action university which invites and encourages women and minorities to apply. Successful candidates must meet guidelines of the Immigration Reform and Control Act of 1986. EOAAE.

Apply: Charles T. Taylor, Interim Chair, Department of Geography, Planning, Memphis State University, Memphis, TN 38152. Phone: 901/678-2386.

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FACULTY POSITIONS

Hilbert College is a private institution in the process of transition from a two-year liberal arts college to a baccalaureate granting institution with programs in Business Administration, Criminal Justice, English, Human Services and Legal Assistant, pending Regional approval. Situated fifteen miles south of Buffalo in Western New York, the College anticipates a student population of 1,200 within three years.

BUSINESS ADMINISTRATION: Qualifications include a Ph.D. in Finance/Economics, teaching experience at the upper division, and experience in course development and implementation. Teaching responsibilities would include courses in managerial finance, investments, money and banking as well as some lower division economics courses. Salary: \$30,000-\$37,000.

Contact: Linda Bernstein, Chairperson, Business Administration Program

CRIMINAL JUSTICE: Qualifications include a Ph.D. in Criminal Justice, teaching experience at the upper division, and experience in course development and implementation. Teaching responsibilities would include courses in research, police management, state and local government, and some introductory level offerings. Salary: \$26,000-\$30,000.

Contact: Edward Qualey, Chairperson, Criminal Justice Program

HUMAN SERVICES: Chairperson: Qualifications include a Ph.D. in Human Services, Sociology, or Psychology, administrative experience in an academic department, teaching experience at the upper division, and experience in course development and implementation. Salary: \$25,000-\$30,000.

Contact: Rev. Dr. Bernard Olaszewski, Associate Vice President for Academic Affairs

Faculty appointments are for a 10-month contract period. The normal teaching load is 12 credit hours per semester. Student advancement and participation on college committees are required. The starting date for all positions is August 15, 1992. All applications should be received by April 10, 1992. Please include a letter of application, current vita and the names of three references. Hilbert College is an Equal Opportunity and Affirmative Action Employer.

Hilbert College
5200 South Park Avenue
Hamburg, New York 14075-1597
Fax (716) 649-0702



Public School Administration

Assistant/Associate Professor of Education: tenure-track position to teach graduate courses in public school administration and undergraduate courses in Middle Level Education beginning August 31, 1992. Must be able to provide leadership in program development and outreach. The College is located in the foothills of the White Mountains within the Lakes Region of New Hampshire.

Minimum Qualifications:
•Ph.D./Ed.D. in Educational Administration or related field
•At least three years experience in public school teaching
•Recent experience as a public school principal preferably at the middle school level

Additional Desirable Competencies:
•Team approach and participatory leadership/School law
•School finance/Organizational theory/Educational measurement
•College level teaching

Send a curriculum vitae and 3 letters of recommendation by April 17th

Educational Administration Search Committee
Education Department, Rounds Hall
Plymouth State College, Plymouth, NH 03264

Plymouth State College is an Equal Opportunity/Affirmative Action Employer

Counseling: Counseling Center Director, Applications are invited for the position of Director of the Counseling Center. The position is available for Fall 1992. The ideal candidate will have a Ph.D. in Counseling and at least five years of professional experience. Administrative experience is preferred. Two-year appointments (renewable) are available. Salary is negotiable and depends upon qualifications. Reappointment for additional years is possible, depending on the availability of funds and the individual's performance. Minimum qualifications are a M.S. or M.A. degree in counseling or psychology (Ph.D. preferred) with ability to teach in both areas and at least one year of teaching experience (graduate TA experience acceptable). Preference will be given to candidates who demonstrate potential for excellence in teaching. Send letter of application, curriculum vitae, and three letters of recommendation via U.S. mail by May 1, 1992 to Dr. Michael Kohn, Chair, Division of Science and Mathematics, University of Minnesota, Morris, MN 56001. E-mail: mjkohn@morris.umn.edu or send to Dr. A. Lopez, Search Committee Chair, at aloc@morris.umn.edu or send to Dr. A. Lopez, Search Committee Chair, at aloc@morris.umn.edu.

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COLLEGE OF EDUCATION
DEPARTMENT OF
CURRICULUM AND INSTRUCTION

ASSISTANT PROFESSOR OF CURRICULUM AND INSTRUCTION
Reading Education, K-12 tenure-track

Position Description: Teach undergraduate and graduate courses in reading education (K-12); advise students; work with local school districts; and conduct research, grant-writing, and service activities.

Qualifications: (1) Earned doctoral degree in education with emphasis in reading education; (2) three or more years K-12 teaching experience; (3) graduate level coursework in curriculum and instruction; (4) evidence of ability to write grants and conduct research; (5) evidence of professional experience in reading instruction of southwestern U.S. bilingual populations is preferred.

Contact: Linda Bernstein, Chairperson, Business Administration Program

ASSISTANT PROFESSOR OF CURRICULUM AND INSTRUCTION
Social Studies Education, tenure-track

Position Description: Teach elementary, middle school, and secondary social studies methods; teach graduate courses in curriculum instruction; conduct research, grant-writing, and service activities; advise graduate students.

Qualifications: (1) Three years of public school teaching, K-12, (2) earned doctorate in education with emphasis in social studies, (3) eligible for graduate faculty status, (4) evidence of ability to conduct research and write grants, (5) evidence of experience in supervising students, (6) teaching experience with multicultural and ethnic populations is preferred.

Closing Date for Applications: Postmarked no later than midnight, March 31, 1992.

Applicants: Send letter of application, vita, three current letters of recommendation, and unofficial transcripts to:

Dr. Jeanette V. Martin, Ph.D.
College of Education
Curriculum and Instruction
Box 30001, Dept. SCUR
Las Cruces, NM 88003
(505) 646-5821
FAX (505) 646-6032

About the University: Founded in 1888 as a land grant institution, New Mexico State University has 86 areas of undergraduate study in six undergraduate colleges, 40 areas of study on the master's level, and 19 on the doctoral level. More than 15,000 students study on the 6,250-acre campus located in the beautiful Rio Grande Valley. The College of Education is a member of the prestigious Holmes Group and has an enrollment of 1,300 undergraduates and 500 graduates.

New Mexico State University is an EEO/AA Employer.
Offer of employment contingent upon verification of individual's eligibility for employment in the United States.

Humanities/Social Sciences Faculty
Department of Liberal Arts Support
National Technical Institute for the Deaf
A College of Rochester Institute of Technology

Position: Full-time, 10-month, visiting faculty position beginning September 1, 1992. Contract renewable annually up to five years.

Responsibilities: Tutor deaf students enrolled in RIT's College of Liberal Arts courses in history, political science, and selected social science courses. Teach some college preparatory courses in related disciplines.

Qualifications: Master's degree in criminal justice or related field required. Two years teaching experience at postsecondary level required. Teaching experience preferred in criminal justice and one or more of the following: Political Science, Social Impact of Science and Technology, or philosophy. J.D., M.A., or Ph.D. in one of above disciplines preferred. Strong language skills required. Fluency in sign language preferred. Ability to contribute in meaningful ways to the college's continuing commitment to cultural diversity, pluralism, and individual differences strongly preferred.

People who are deaf or hard of hearing, with a disability, and/or members of a minority group are encouraged to apply.

Deadline: April 16, 1992. Use reference #00010657 when applying.

Send letter of application, resume, and three letters of reference to:

Rochester Institute of Technology
National Technical Institute for the Deaf
Greg Emerton, Search Committee Chairperson
Hugh L. Carey Building, Room 2221
Post Office Box 9807
Rochester, New York 14623-0807

Rochester Institute of Technology is an affirmative action/equal opportunity employer.

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UPSALA COLLEGE

Faculty Positions for 1992-93

Upsala College is a small, growing, Lutheran-affiliated liberal arts college with a faculty and a diverse student body and a significant population of international students. Founded in 1883, the college is located in the New Jersey metropolitan area twenty miles west of New York City. Faculty teach a seven course load over two semesters, with some summer teaching available. Salaries for all advertised positions are commensurate with AAUP I.B. institutions.

English (A)—Asst. Prof. (tenure track) to teach a variety of undergraduate literature and writing courses in Department of English and Theater. Ability to teach in interdisciplinary humanities core essential. Teaching experience and Ph.D. preferred.

English (B)—Asst. Prof. (tenure track) to teach a variety of undergraduate writing and literature courses in Department of English and Theater. Ability to teach in interdisciplinary humanities core essential. Teaching experience and M.F.A. with some publications prior to appointment preferred.

French—Asst. Prof. (tenure track) to teach beginning and intermediate language courses in Department of French. Ability to teach beginning French or teach in interdisciplinary humanities core an advantage. Teaching experience and Ph.D. with near-native fluency preferred.

Spanish—Asst. Prof. (tenure track) to teach beginning and intermediate language courses in Department of Spanish. Ability to teach beginning French or teach in interdisciplinary humanities core an advantage. Teaching experience and Ph.D. with near-native fluency preferred.

Communications—Asst. Prof. (tenure track) to teach undergraduate production and analysis courses in Communications Department. Ability to teach general education and interdisciplinary humanities core courses desirable. Teaching experience and Ph.D. preferred. Professional experience an advantage.

Psychology—Two Asst. Prof. positions (one tenure track; another one or two year replacement) in the Department of Psychology. Applicants should have broad competence and capacity to teach undergraduate courses in several of the following areas: experimental, physiological psychology, measurement, statistics and research design, data analysis, history and systems, and developmental psychology. Ability to teach introductory, general education computer-based statistics course essential. Teaching experience and Ph.D. preferred for both positions.

Biology—Instructor or Asst. Prof. (non-tenure track) to teach introductory courses for non-majors and nursing program courses in microbiology and anatomy/physiology. Ability to teach in general education and interdisciplinary humanities core desirable. Demonstrated teaching effectiveness with diverse students essential. Ph.D. desirable.

Math Skills—Instructor or Asst. Prof. (non-tenure track) appointment in General Education. Competence to teach dual credit mathematics and verbal basic skills courses desirable. Ability to teach introductory computer applications courses an advantage. Teaching experience and minimum of master's degree required.

APPLICATION PROCEDURE—Send letter of application and complete dossier (curriculum vitae, references, and writing sample) to Personnel Office, Upsala College, East Orange, NJ 07019. Please mark all correspondence "Attention: Search in Discipline." REVIEW OF APPLICATIONS WILL BEGIN MARCH 30, 1992 AND CONTINUE UNTIL POSITIONS ARE FILLED. Equal Opportunity, Affirmative Action Employer.

Faculty Position in Journalism at Brandeis University

The Department of American Studies at Brandeis University invites applications for a tenure-track position to teach courses in journalism within the framework of the liberal arts (such as a legal, historical or theoretical perspective). Appointment to be effective in late August, 1992. Experience in the field of journalism is highly desirable, since the supervision of undergraduate internships is expected. The position is partly administrative, involving and directing a new program in the study and practice of journalism. Teaching load is normally three courses per year, plus administrative duties. Candidates should realize that the three-year appointment in 1994-95 will depend not only on performance in the position but also on the University faculty's decision to renew the journalism program in that year. Rank is either assistant professor or possibly associate professor without tenure. Brandeis University is an Affirmative Action/Equal Opportunity employer; applications from women and minorities are encouraged. Deadline for applications is May 15.

Please send applications, including c.v. and relevant evidence of scholarship and/or journalistic writings, teaching and professional experience, to Prof. Stephen J. Whitfield, Dept. of American Studies, Brown Building 302, Brandeis University, 415 South Street, Waltham, MA 02254-9110.

DEANS WOLEYAN COLLEGE, the first college in the world chartered to grant degrees to women, seeks an assistant academic dean to play a pivotal role in the college's initiatives to advance women's participation in education and co-curricular life. The assistant dean will oversee counseling and tutorial services, community service, and residential life. The position carries faculty status, and the assistant dean will teach one course a year and supervise one or two students.

Development/Vice President National non-profit. 10 years' fund raising, including two years' writing proposals, selecting and supervising staff, and managing a large budget. Salary \$30,000/year. Resume, writing sample to: M.A.D.E.P. Personnel Department, 634 Woleyan College, 4700 Forsyth Road, Milledgeville, Georgia 31927, by April 1.

Development/Public Affairs Vice President. National non-profit educational organization headquartered in Pennsylvania suburbs, concerned with providing basic American values to the world. Successful candidate will have re-



Position Available: Faculty Position in Biological Science. Responsibilities: This full-time tenure track teaching position in Biological Science with the primary assignment in Anatomy-Physiology, General Biology and Botany. The ability to teach non-major Ecology and Microbiology will be helpful.

Qualifications: A master's degree in Biological Science is the minimum requirement. Experience in classroom and laboratory teaching is highly desirable.

The College, Jefferson College is a comprehensive community college located 30 miles south and west of St. Louis in the center of Jefferson County. Jefferson College is home to 17,000 people who enjoy the benefits of a rural environment in the immediate proximity of a major metropolitan area. The College offers a comprehensive curriculum in college transfer and vocational technical programs to over 4,000 students each year.

Salary: Competitive. Jefferson College offers an excellent fringe benefit package including health and dental insurance, long-term disability, life insurance, a liberal leave and vacation provision, and an outstanding retirement program for its employees.

Applications must include: A letter of application addressing the qualifications, résumé, copies of transcripts and three letters of references. Completed applications must be received no later than April 1, 1992.

Address inquiries and applications to: Carol Atkins, Academic Affairs, Jefferson College, 1000 Viking Drive, Hillsboro, MO 63050, Ext. 300

It is the policy of Jefferson College that no person shall, on the basis of race, sex, creed, color or handicap, be subject to discrimination in employment, or in admission to any educational program or activity of the College.

Assistant Professor Teacher Education

TENURE TRACK — FALL 1992

Elementary curriculum generalist with expertise in elementary mathematics education to teach mathematics methods and other elementary methods and curricular development courses in our dual elementary/special education program. Position will also include some student teacher supervision.

Ph.D. or Ed.D. required or an ABD in the final stages of completing the dissertation. * Experience desired: elementary teaching, college teaching, and student teacher supervision. Some background in multicultural and/or urban education desirable.

* An ABD applicant must include a current letter from his/her mentor attesting to the impending completion of the dissertation and degree.

Review of credentials will begin immediately, and continue to be accepted until a successful candidate has been selected. Please submit letter of application, résumé, and three letters of recommendation to:

Dr. William R. Eklie
Chair, Division of Social and Behavioral Sciences
Marist College
MPO 903
Poughkeepsie, NY 12601

Marist College is an Equal Opportunity, Affirmative Action Employer.

CHADRON STATE COLLEGE

Speech/Theatre

Instructor of Speech/Theatre to teach Speech Communications and coach Forensics and Debate teams. Non-tenure track position to begin August 2, 1992. Master's required; doctorate preferred. Salary is competitive. Open until filled; review of applicants begins April 6, 1992.

Social Work

Instructor of Social Work to teach undergraduate courses in the Social Work Program. Tenure track position to begin August 2, 1992. Master's in Social Work, plus two years' experience required. Salary is competitive. Open until filled; review of applicants begins April 6, 1992.

Humanities

Assistant Professor of Humanities to teach undergraduate courses in the General Studies and English major area. Tenure track position to begin August 2, 1992. Earned Doctorate required. Salary is competitive. Open until filled; review of applicants begins April 6, 1992.

Chadron State College, located in northwestern Nebraska, is a comprehensive state institution of 3,300 students, granting undergraduate and graduate degrees.

Send a letter of application, three current letters of reference, personal résumé and transcripts to: Mr. Ron Busch, Personnel Office, Chadron State College, 1000 Main Street, Chadron, NE 69337-2690. EEO/AA Employer.

Economics. Director, Business Research Center. Will establish and maintain data base of leading economic indicators for Nebraska. Will coordinate and supervise annual Economics symposium; will ensure in control research where appropriate and publish. Excellent computer skills. Geographic area. Will also teach undergraduate courses in Department of Economics.

Ph.D. in Economics. Finance, closely related areas. Excellent academic record; good research, teaching, publication potential; excellent computer skills. Send letter of application and three letters of reference to: Dean Joseph, North Dakota State University, Box 8010, University of North Dakota, Grand Forks, ND 58202. Deadline April 15, 1992. Equal Opportunity Employer, Affirmative Action.

Drafting/Design Technology. Equal opportunity employer for a Drafting and Design Technology tenure track associate professorship.

Assistant Professor of Economics. Ph.D. in Economics. Research in macroeconomics, microeconomics, and development economics. Will establish and maintain data base of leading economic indicators for Nebraska. Will coordinate and supervise annual Economics symposium; will ensure in control research where appropriate and publish. Excellent computer skills. Geographic area. Will also teach undergraduate courses in Department of Economics.

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TUSCULUM COLLEGE

Faculty Positions - Fall 1992

Tusculum College, located in Northeast Tennessee in the beautiful foothills of the Appalachian Mountains, has experienced a 112 percent increase in traditional student enrollment in the past five years, thus necessitating the addition of two new faculty positions.

Tusculum College seeks faculty capable of contributing to its commitment to liberal arts education. The College aims to become a center for the Civic Arts, whose graduates will be equipped with skills, knowledge, and motivation necessary to be active and effective participants in the public life of their society. A major part of this reform is the integrated and sequential general education curriculum (Commons courses). While team teaching is required, all faculty, in addition to teaching in their disciplines, help to design and teach these courses, which encourage interdisciplinary perspectives and, where possible, experiential learning.

Other reforms are a focused calendar (one course at a time in multi-blocks per academic year with additional summer blocks), competency programs (requiring students to be validated in fifteen core competencies which support effective citizenship), a practicum (integrating knowledge acquired with community service and experiential learning), and a new faculty self-governance structure. To support these reforms the College seeks faculty who are committed to teaching, interested in innovation, and willing to do the intensive committee work necessary for effective governance.

Position Openings in Human/Social Sciences. Ph.D. preferred. Interested applicants should have background in one or preferably two of the following disciplines: philosophy, religion, history, political science. The college seeks generalists interested in developing interdisciplinary connections across the curriculum.

Send résumé to:

Faculty Search Committee
P. O. Box 5147
Tusculum College
Greenville, TN 37743

Tusculum College is an equal opportunity employer. Women and minorities are encouraged to apply.

Printing Faculty

Department of Printing Production Technology

National Technical Institute for the Deaf

A College of Rochester Institute of Technology

Faculty Positions

OPEN FALL 1992

Assistant Professors; full-time tenure-track. Master's degree or equivalent in subject or related field; college teaching experience required; Ph.D. preferred. Salary \$36,255.

Qualifications: Bachelor's degree in printing or related field required; master's degree preferred. Minimum of four years experience in related position in commercial or in-plant facility required; three years experience teaching in vocational or higher education printing program preferred. Ability to assess student performance, develop curriculum, and operate a personal computer preferred. Experience with desktop publishing, but not required. The successful candidate will be expected to attain fluency in sign language. Ability to contribute in meaningful ways to the college's continuing commitment to cultural diversity, pluralism, and individual differences strongly preferred.

People who are deaf or hard of hearing, with a disability, and/or members of a minority group are encouraged to apply.

Deadline for résumés and letters of reference is April 15. Applicants for all positions are encouraged to include any experience in teaching deaf students at the college level. If applying for more than one position, send separate documentation for each. Please address, with code number indicated, to:

Ms. Camille Donohoe
Personnel Office
Westchester Community College
75 Grasslands Road
Valhalla, NY 10595

Affirmative Action/EOE

Economics. Director, Business Research Center. Will establish and maintain data base of leading economic indicators for Nebraska. Will coordinate and supervise annual Economics symposium; will ensure in control research where appropriate and publish. Excellent computer skills. Geographic area. Will also teach undergraduate courses in Department of Economics.

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Assistant Professor of Economics. Ph.D. in Economics. Research in macroeconomics, microeconomics, and development economics. Will establish and maintain data base of leading economic indicators for Nebraska. Will coordinate and supervise annual Economics symposium; will ensure in control research where appropriate and publish. Excellent computer skills. Geographic area. Will also teach undergraduate courses in Department of Economics.

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Drafting/Design Technology. Equal opportunity employer for a Drafting and Design Technology tenure track associate professorship.

THE OHIO STATE UNIVERSITY

COLLEGE OF EDUCATION

Starting Date: September, 1992

The qualifications for these tenure track positions include: 1) an earned doctorate in education or a related field with a concentration in the area of educational research and/or policy; 2) interest and expertise in research and scholarly activity; 3) demonstrated leadership in teaching and scholarship; 4) demonstrated leadership in research and scholarship; 5) demonstrated leadership in research and scholarship; 6) demonstrated leadership in research and scholarship; 7) demonstrated leadership in research and scholarship; 8) demonstrated leadership in research and scholarship; 9) demonstrated leadership in research and scholarship; 10) demonstrated leadership in research and scholarship; 11) demonstrated leadership in research and scholarship; 12) demonstrated leadership in research and scholarship; 13) demonstrated leadership in research and scholarship; 14) demonstrated leadership in research and scholarship; 15) demonstrated leadership in research and scholarship; 16) demonstrated leadership in research and scholarship; 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WAYLAND ACADEMY
Beaver Dam, WI
**FACULTY AND
ADMINISTRATIVE OPENINGS**

The College of Education is one of six departments in the College of Arts and Sciences at the University of North Carolina at Charlotte. The college is committed to providing a high quality education for all students, regardless of race or ethnicity. Minorities are encouraged to apply.

continue until position is filled. Send letter of application, copy of curriculum vitae, résumé, and names, addresses and telephone numbers of three references to: Dr. Joseph T. Mark, Academic Dean, Castleton State College, Castleton, Colorado 80422.

The College of Education is one of six departments where minorities are encouraged to apply.

WILEY COLLEGE

Invites applications and nominations for the following faculty and administrative positions. Wiley College is a small liberal arts institution, affiliated with the United Methodist Church and a member institution of the United Negro College Fund.

Academic Dean
Wiley College seeks nominations and applications for the position of Academic Dean. The Academic Dean reports to the President and is the officer primarily responsible for the development, implementation, and assessment of the instructional program and for faculty recruitment and development. Candidates for the position should manifest significant intellectual attainment in classroom teaching experience, and administrative experience. Experience in evaluating curriculum and faculty is a necessary requirement. The Ph.D. in a discipline appropriate to the college is required, as is a respect for central traditions and constituency of the college.

Please send application, résumé, list of references, and other supporting materials by April 15, 1992 to: Dr. David L. Beckley, President, Wiley College, Marshall, Texas 75670.

Chairperson, Division of Education
Candidates for the position must possess an earned doctorate from an accredited institution with preparation in professional education, background experience in public or private education, including at least three years of classroom teaching at the elementary or secondary level and strong research training and experience. Also, the candidate should have a strong scholarly record, and should be capable of providing creative leadership for a division and established commitment to teacher education.

Responsibilities include teaching undergraduate related courses, providing leadership for the teacher preparation programs, and encouraging faculty research.

Chairperson, Division of Humanities
Candidates must have appropriate doctorate, demonstrated managerial capabilities, and a proven record of teaching across departmental areas. The chair must provide leadership in the development of the humanities division, oversee divisional management, facilitate divisional development and curriculum development, possess grantmaking and proposal writing skills, and teaching of related courses.

Chairperson, Division of Business and Social Science
Applicants must show evidence of qualifications for the associate or full professorship, terminal degree in the appropriate discipline, college teaching experience, and experience relating to the development of successful personnel. Also, there should be demonstrated experience in programmatic planning and implementation.

Responsibilities include teaching courses in a specific discipline, curricular development, participating and encouraging research among the developmental faculty and administrative planning.

Assistant Professor of Physical Education
The successful candidate will give direction and leadership to an undergraduate physical education teacher training program. Candidate must have the ability to teach a wide variety of service courses. A doctorate in the discipline is required. Candidate must have a minimum of five years of college teaching experience.

Assistant Professor of Sociology/Social Work
The successful candidate will teach undergraduate introductory and upper division courses in Sociology and Social Work. A doctorate in the discipline is required. Candidates must have a minimum of five years of college teaching experience.

Director of Physical Plant
The director is responsible for directing, coordinating and participating in the activities of the physical plant department, as it relates to planning, scheduling and monitoring the operation, maintenance, and repair of the college's buildings, grounds, equipment, and maintenance programs. The applicant must have a B.A. degree and proven administrative skills in maintaining records and preparing related reports, and must have supervisory experience.

Program Director
Director of the Wiley Management Institute. The director will assume the responsibilities of a comprehensive degree-completion program for non-traditional students. The director will implement and manage the program in cooperation with appropriate division heads and administrative office director.

Submit applications, résumés including the names, addresses and phone numbers of three references, three letters of reference, and have official transcripts sent by April 15, 1992 to: Wiley College, Personnel Office, 711 Wiley Avenue, Marshall, Texas 75670.

AN EOE/AA EMPLOYER

New York University

RESIDENCE HALL MANAGER
Department Of Housing & Residence Life

Responsible for the student development and administrative operations of a co-educational undergraduate or graduate residence hall. Selection, training, and supervision of student and full-time staff; full government advisement; individual and community development; coordination of administrative services and operations; paraprofessional staff training course facilitation; committee responsibility; all-campus duty rotation. Qualifications: Master's degree plus 1-2 years residence life experience.

This is a live-in position which offers a competitive salary plus furnished apartment, university meal plan, free NYU tuition for self, spouse and children, and other excellent benefits. Candidates should send cover letter and resume with name of three references by April 13, 1992 to: William Holding, Associate Director, Department of Housing and Residence Life, NYU, 8 Washington Place, New York, N.Y. 10003. NYU encourages applications from women and members of minority groups.

Elementary/Early Childhood Education
Elementary/Early Childhood Education. The University of North Carolina at Greensboro is seeking a full-time, tenure-track position for a faculty member in the Department of Education. The position is in the field of elementary/early childhood education. The successful candidate will be responsible for teaching, advising, and supervising students in the field of elementary/early childhood education. The position is in the field of elementary/early childhood education. The successful candidate will be responsible for teaching, advising, and supervising students in the field of elementary/early childhood education.

Elementary Education
The University of North Carolina at Greensboro is seeking a full-time, tenure-track position for a faculty member in the Department of Education. The position is in the field of elementary education. The successful candidate will be responsible for teaching, advising, and supervising students in the field of elementary education. The position is in the field of elementary education. The successful candidate will be responsible for teaching, advising, and supervising students in the field of elementary education.

St. Bonaventure University
DIRECTOR OF ATHLETICS

St. Bonaventure University invites applications/nominations for the position of Director of Athletics (Full-time, 12-Month, Administrative), with an intended appointment date of 1992 or sooner. Letter of application, vita, and three references should be sent to: Athletic Director, St. Bonaventure University, Box CC, St. Bonaventure, NY 14778. The closing date for applications is April 15, 1992. Candidates whose applications are received after that date cannot be assured of full consideration.

St. Bonaventure University is a member of the Atlantic 10 Conference and is an NCAA, I-AA member institution. A full complement of men's and women's programs is offered in accordance with NCAA and conference standards. St. Bonaventure University enrolls approximately 2800 graduate and undergraduate students.

Qualifications: The successful candidate should possess a minimum of a Master's degree in an appropriate field, with a doctorate preferred. The candidate's experience must provide evidence of the ability to promote the support of athletics in accordance with NCAA rules and on and off campus groups including students, faculty, alumni, local businesses and financial support groups; long-range planning, marketing, academic standards and personal growth for student-athletes. The successful candidate should exhibit a strong sensitivity to the academic mission and requirements of the university and must demonstrate an understanding of the proper role of athletics within the mission of the university. The successful candidate must have an understanding of the development requirements for membership in the athletic conference. The candidate should have exceptional organizational, administrative, communications and interpersonal skills; demonstrated leadership, public relations, and fund-raising abilities; creative and motivational skills; and have evidence of personal integrity and high ethical standards.

SALARY: Competitive. Commensurate with qualifications and experience.

St. Bonaventure University is an Equal Opportunity Employer.

Women and minorities are encouraged to apply.

Laurance S. Rockfeller
Visiting Fellowships

Princeton University, the University Center for Human Values, invites applications for Laurance S. Rockfeller Visiting Fellowships. Several Rockfeller Visiting Fellowships will be available for the academic year 1993-94 to outstanding teachers and scholars who are interested in devoting a year in residence of Princeton to writing about ethics and human values.

Fellows participate in a faculty-graduate seminar and other activities at the University Center. They enjoy access to Princeton's libraries and a wide range of other activities throughout the University. A major part of their time is devoted to their own research on ethics and human values.

The fellowship extends from September through May. Applicants are expected to have a doctorate or a professional post-graduate degree. The deadline for application materials is January 5, 1993 for fellowships beginning September 1993. Recipients will be notified by March 15.

For further information, contact Valerie Komka, The University Center for Human Values, 329 Robertson Hall, Princeton University, Princeton, NJ 08544. Tel. (609) 235-4788.

College of the Siskiyous

AST, BASKETBALL COACH Part-time, short term position, August 23, 1992 through May 27, 1993. \$8,714 to \$12,015. Closing Date: March 27, 1992.

AST, FOOTBALL COACH/INSTRUCTOR Full-time, tenure track. \$27,554 to \$36,410. Closing Date: March 30, 1992.

MUSIC INSTRUCTOR Full-time, one year sabbatical replacement. Effective Fall 1992. \$27,554 to \$36,410. Closing Date: April 3, 1992.

Request application packet from:

College of the Siskiyous
Personnel Services
800 University Avenue
Weed, CA
910-930-4461, Ext. 220

Minority applications encouraged. AA/EEO.

Elementary Education Search Committee, Henderson State University, Box 7070, 1100 Henderson Street, Raleigh, NC 27608. Send 3 copies of application with letter of reference to: Henderson State University, Box 7070, 1100 Henderson Street, Raleigh, NC 27608. Send 3 copies of application with letter of reference to: Henderson State University, Box 7070, 1100 Henderson Street, Raleigh, NC 27608.

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Cooperative Extension Service University of Alaska Fairbanks

DIRECTOR

The University of Alaska Fairbanks invites nominations and applications for the position of Director, Cooperative Extension Service. The Director will be responsible for the administration of the Cooperative Extension Service and represents the Cooperative Extension Service at the state, regional and local levels.

Responsibilities include: program development and implementation; formulation and management of budgets; employment, evaluation and promotion; relationships with other agencies; and maintaining cooperative relationships with departments, colleges, and schools, and university campus.

The Director is responsible for 25 faculty and 65 staff, dispersed throughout urban and rural communities covering a land mass one-fifth the size of the continental United States.

The Director must be committed to innovative and dynamic programs and leadership in the delivery of the Cooperative Extension Service. The Director must have a strong understanding of the multiple responsibilities of the Cooperative Extension Service, including: extension, demonstration, and research; and must have a strong understanding of the multiple responsibilities of the Cooperative Extension Service, including: extension, demonstration, and research.

QUALIFICATIONS: Requirements for the position are an earned Doctorate and ability for faculty rank and tenure in an appropriate discipline. The successful candidate must have a thorough understanding of the multiple responsibilities of the Cooperative Extension Service, including: extension, demonstration, and research; and must have a strong understanding of the multiple responsibilities of the Cooperative Extension Service, including: extension, demonstration, and research.

APPLICATIONS/NOMINATIONS: Letters of nomination or letters of application should be sent to Search Committee Chair, Ronald K. Dearborn, 1000 Ste. Grant College, Fairbanks, 99775-1100. Nominations and applications should be postmarked by April 1, 1992.

The University of Alaska is an EEO/AA Employer and Educational Institution.

AUSTIN COLLEGE

Director of Academic Computing

Responsibilities: To direct academic computing program, facilities and staff; to assist faculty in planning and implementing computerized instruction and research; and to coordinate purchase and use of computing resources.

Requirements: Advanced degrees preferred with possibility of faculty appointment; instructional computing experience, preferably in a liberal arts environment; superior communication skills; proficiency with computer hardware and software.

Austin College's academic computing resources include IBM PCs, Macintoshes, UNIX-based workstations and a DEC PDP 11/44 with plans for installation of a VAX-based campus-wide Ethernet network.

Position available July 1, 1992. Send application, c.v., transcripts and three recent letters of reference to Dr. David Jordan, Vice President for Academic Affairs, Austin College, 1100 S. 17th, Sherman, TX 79001-1777. Review of applications will begin April 1, 1992.

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Fitchburg State College

ASSOCIATE DIRECTOR OF ADMISSIONS

ADMISSIONS COUNSELOR

ADMISSIONS COUNSELOR-10 MONTH

Fitchburg State College invites application for three positions in the Admissions Office.

The Associate Director position will include responsibilities in planning, supervision and evaluation of the Admissions Program of the College. The successful candidate must possess a Master's Degree and a minimum of three years of full time Admissions experience at the college or university level.

The Admissions Counselor positions include responsibilities in recruitment, enrollment, and retention. The successful candidate must possess a Bachelor's Degree and a minimum of two years of full time Admissions experience at the college or university level.

The Admissions Counselor-10 Month position is a seasonal position. The successful candidate must possess a Bachelor's Degree and a minimum of two years of full time Admissions experience at the college or university level.

Qualifications: Requirements for the position are an earned Doctorate and ability for faculty rank and tenure in an appropriate discipline. The successful candidate must have a thorough understanding of the multiple responsibilities of the Cooperative Extension Service, including: extension, demonstration, and research; and must have a strong understanding of the multiple responsibilities of the Cooperative Extension Service, including: extension, demonstration, and research.

APPLICATIONS/NOMINATIONS: Letters of nomination or letters of application should be sent to Search Committee Chair, Ronald K. Dearborn, 1000 Ste. Grant College, Fairbanks, 99775-1100. Nominations and applications should be postmarked by April 1, 1992.

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COMBINED PLAN COORDINATOR

SCHOOL OF ENGINEERING AND APPLIED SCIENCE

The Combined Plan is a five-year joint undergraduate degree program between the School of Engineering and Applied Science and some ninety liberal arts colleges located nationwide. Students completing the program receive both a liberal arts degree and a bachelor of science degree in engineering.

The Combined Plan Coordinator will be responsible for managing all phases of recruitment, admissions, academic advisement, and on-campus programming for Combined Plan students. The Coordinator is the principal liaison officer to the liberal arts colleges, the Engineering Faculty, and the student offices at Columbia.

A bachelor's degree is required. A graduate degree is preferred and may be considered for part of the experience requirement. At least three years of progressively responsible experience in student affairs or admissions is required. National travel and a driver's license are necessary. We offer a competitive salary and a wide range of benefits. Interested candidates are invited to write to: Joseph Iannuso, Director of Admissions, School of Engineering and Applied Science, Columbia University, 530 S.W. Mudd, 500 West 120th Street, New York, NY 10027.

QUALIFICATIONS: Requirements for the position are an earned Doctorate and ability for faculty rank and tenure in an appropriate discipline. The successful candidate must have a thorough understanding of the multiple responsibilities of the Cooperative Extension Service, including: extension, demonstration, and research; and must have a strong understanding of the multiple responsibilities of the Cooperative Extension Service, including: extension, demonstration, and research.

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DIRECTOR OF STUDENT LIFE AND REVENUE SERVICES

Queens College Student Union

WANTED: Energetic, creative, motivated individual.

SETTING: The Student Union is located on the 76-acre campus of Queens College, City University of New York, serving the needs of a diverse multicultural student population of over 17,000.

CHALLENGE: To direct the Student Life Office of the Queens College Student Union, including the planning and execution of comprehensive activities, student development, advisement and public relations program. Working with the College Union Programming Board, leadership programs, orientation and campus student organizations, provides the Director with the opportunity to make this a rewarding position. Responsible for the administration of all revenue producing areas including the Parking Garage, Game Room, and the Copy Center. Supervise the Reservations Department, student managers, and area attendants. Serve as Purchasing Officer for the Student Union and as a contract administrator for various contracts including maintenance, equipment, and service contracts.

REQUIREMENTS: Bachelor's degree required, Master's preferred and a minimum of four years' directly related experience. Ability to work with diverse populations, and a high level of initiative, enthusiasm, and creative energy with excellent interpersonal relations skills.

SALARY: Salary open with excellent benefits.

APPLICATIONS: Review of applicants will begin Friday, April 24, 1992, and remain open until a successful candidate is chosen. Send résumés to:

Dr. Paul M. Simon, Executive Director
Queens College Student Union
65-10 Kissena Boulevard
Flushing, NY 11367

Will accept résumés and interview at ACPA & ACU-I.

AA/EOE

The University of Maryland at College Park sets applications for Director of Public Information. The Director reports to the Vice President for Institutional Advancement and is responsible for coordinating all public relations, public information and media relations programs for the campus. The Director also serves as University spokesperson with all media.

Candidates should possess an undergraduate degree in Journalism, public relations, or a related field, and seven or more years' experience in public or media relations. Also, candidates must be able to demonstrate the ability to manage successful media relations and strategic planning programs at a major academic institution. Additionally, the successful candidate will have excellent oral and written communication skills, as well as experience in managing a professional staff.

Preferred qualifications include an advanced degree in a field related to public information and experience in working with print and electronic media in a major market.

For best consideration, submit an application with names and addresses of three references by March 20, 1992, to:

Mr. Loren R. Taylor
Office of Alumni Programs
Rossmore Hall
University of Maryland
College Park, MD 20742-5425

Salary is commensurate with experience and includes a generous benefits package.

The University of Maryland at College Park is an Affirmative Action and Equal Employment Opportunity Employer.

West Virginia Wesleyan College is seeking a coach for men's intercollegiate basketball.

Responsibilities would include recruiting, budget management, scheduling, planning, teaching and leading of players in practice and intercollegiate competition.

Teaching responsibilities will also be assigned.

A Master's Degree and coaching experience are required. This is a non-tenure track, 10 month appointment.

Must be available by July 1, 1992, or sooner.

Send application and résumé to:

Dr. George Klebe
West Virginia Wesleyan College
Buckhannon, WV 26001

Deadline for application is March 27, 1992.

WE WESLEYAN IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

West Virginia Wesleyan College is seeking a coach for men's intercollegiate basketball.

Responsibilities would include recruiting, budget management, scheduling, planning, teaching and leading of players in practice and intercollegiate competition.

Teaching responsibilities will also be assigned.

A Master's Degree and coaching experience are required. This is a non-tenure track, 10 month appointment.

Must be available by July 1, 1992, or sooner.

Send application and résumé to:



PROGRAM SPECIALIST

for the Mountain Plains Regional Resource Center at Utah State University. Specialist will assist state and local education agencies in developing quality programs and services for students with disabilities and youth with disabilities and their families. Requires a master's degree in special education or a closely related field; working knowledge and experience in implementing P.L. 94-142 and its amendments; and a minimum of two years' experience in special education or a closely related field.

Interested individuals should send their résumés, including a list of references, to: Mr. Loren R. Taylor, Office of Alumni Programs, Rossmore Hall, University of Maryland, College Park, MD 20742-5425.

Salary is commensurate with experience and includes a generous benefits package.

The University of Maryland at College Park is an Affirmative Action and Equal Employment Opportunity Employer.

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A Master's Degree and coaching experience are required. This is a non-tenure track, 10 month appointment.

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Send application and résumé to:

Dr. George Klebe
West Virginia Wesleyan College
Buckhannon, WV 26001

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Dr. George Klebe
West Virginia Wesleyan College
Buckhannon, WV 26001

Deadline for application is March 27, 1992.

Laboratory School Principal

Rhode Island College is seeking an experienced educational leader for the position of principal of the Henry Bernard School. The school is the laboratory school for the teacher education programs in the School of Education and Human Development and has a long tradition of exemplary instruction and curriculum innovation. The principal, who will report to the Dean of the School of Education and Human Development, is responsible for the leadership, supervision and administration of instructional programs and operation of the school. The principal leads and supports a professional faculty and staff in school decision making processes; innovation in curriculum, instruction and school organization; effective parent and community involvement; clinically based teacher education; and all components of a child care to grade six and after school programs of a model elementary school.

The Henry Bernard School currently educates more than 300 students in its child care through sixth grade and after school programs. The school maintains close working relationships with faculty in other programs of the School of Education and Human Development and the Office of Clinical Experiences.

The successful candidate will have strong educational leadership credentials and an earned doctorate. He/she will have a thorough knowledge of effective schools, curriculum and instructional innovations, teacher preparation practices and an understanding of national issues in pre-school and elementary education. Eligibility for certification in Rhode Island as an elementary principal and successful experience as a school administrator are required. A strong commitment to affirmative action and cultural diversity is essential.

Rhode Island College is located in Providence, the state capital, about three miles west of the downtown area. The cultural and academic assets of New York, New Haven and Boston are conveniently accessible from Providence. The College currently enrolls about 10,000 students with a full time equivalent of 7,000 students. Approximately one-third of the student body is in enrolled teacher education programs.

Salary: Competitive; excellent fringe benefits.
Starting Date: On or about June 29, 1992.

Applications will be reviewed beginning April 10, 1992 and continue until the position is filled. A letter of application, curriculum vitae, and names, addresses and telephone numbers of at least three professional references should be submitted for a complete file to Office of Personnel Services, Rhode Island College, Providence, RI 02908-Attention: HUS Principal Search Committee.



RHODE ISLAND COLLEGE

An Affirmative Action, Equal Opportunity Employer

Sociology: The University of Rhode Island seeks applications for a tenure-track Assistant Professor in the Department of Sociology and Anthropology. The position is in the area of research in social structure and social change. The successful candidate will be expected to teach 15 hours (five courses) each semester and to engage in student advising, club membership, and other types of departmental and university activities. The candidate must have a Ph.D. in Sociology or Anthropology, and a minimum of five years of teaching experience. The position is located in the Department of Sociology and Anthropology, 100 College Avenue, Providence, RI 02908. Salary is commensurate with experience. Applications should be sent to the Department of Sociology and Anthropology, 100 College Avenue, Providence, RI 02908. Review of applications will begin on April 1, 1992. The University of Rhode Island is an Affirmative Action, Equal Opportunity Employer.

Sociology: One-year appointment as visiting instructor in sociology to replace substitute for 1992-1993 academic year. Teaching introductory, intermediate and upper-level courses. Salary commensurate with experience. Applications should be sent to the Department of Sociology and Anthropology, 100 College Avenue, Providence, RI 02908. Review of applications will begin on April 1, 1992. The University of Rhode Island is an Affirmative Action, Equal Opportunity Employer.

Sociology: The Department of Sociology and Anthropology at the University of Southern Louisiana is seeking an

Assistant Professor in the Department of Sociology and Anthropology. The position is in the area of research in social structure and social change. The successful candidate will be expected to teach 15 hours (five courses) each semester and to engage in student advising, club membership, and other types of departmental and university activities. The candidate must have a Ph.D. in Sociology or Anthropology, and a minimum of five years of teaching experience. The position is located in the Department of Sociology and Anthropology, 100 College Avenue, Providence, RI 02908. Salary is commensurate with experience. Applications should be sent to the Department of Sociology and Anthropology, 100 College Avenue, Providence, RI 02908. Review of applications will begin on April 1, 1992. The University of Rhode Island is an Affirmative Action, Equal Opportunity Employer.

Sociology/Criminal Justice: A tenure track, undergraduate faculty position beginning in September 1992. The position is in the Department of Sociology and Anthropology. The successful candidate will be expected to teach 15 hours (five courses) each semester and to engage in student advising, club membership, and other types of departmental and university activities. The candidate must have a Ph.D. in Sociology or Anthropology, and a minimum of five years of teaching experience. The position is located in the Department of Sociology and Anthropology, 100 College Avenue, Providence, RI 02908. Salary is commensurate with experience. Applications should be sent to the Department of Sociology and Anthropology, 100 College Avenue, Providence, RI 02908. Review of applications will begin on April 1, 1992. The University of Rhode Island is an Affirmative Action, Equal Opportunity Employer.

Sociology: Tenure-track Assistant Professor. The position is in the Department of Sociology and Anthropology. The successful candidate will be expected to teach 15 hours (five courses) each semester and to engage in student advising, club membership, and other types of departmental and university activities. The candidate must have a Ph.D. in Sociology or Anthropology, and a minimum of five years of teaching experience. The position is located in the Department of Sociology and Anthropology, 100 College Avenue, Providence, RI 02908. Salary is commensurate with experience. Applications should be sent to the Department of Sociology and Anthropology, 100 College Avenue, Providence, RI 02908. Review of applications will begin on April 1, 1992. The University of Rhode Island is an Affirmative Action, Equal Opportunity Employer.

EXECUTIVE DIRECTOR NEW MEXICO COMMISSION ON HIGHER EDUCATION

The Commission on Higher Education (CHE) invites applications and nominations for the position of executive director. The CHE is the state-level coordinating body for New Mexico higher education institutions which include six four-year universities, seven two-year colleges, and two special schools. CHE responsibilities include development of operational and capital funding recommendations, budget oversight and approval, system strategic planning, and administration of financial aid programs. The executive director is the chief executive officer for the commission and serves at the pleasure of the CHE.

Minimum qualifications include:

- Demonstrated leadership in postsecondary education policy development and fiscal administration.
- Demonstrated understanding of current educational issues, including the diversity of roles and missions among postsecondary institutions.
- A master's degree from an accredited institution.

Preferred qualifications include:

- An earned doctorate or equivalent combination of credentials and experience.
- Demonstrated ability in legislative and board relations.
- Knowledge of, or experience with, higher education institutions in New Mexico.
- Demonstrated ability to work with a wide range of constituencies in a multi-cultural setting.

The salary is negotiable up to \$86,225. Nominations must be in writing and will not be considered if received after April 1, 1992. Complete applications must be postmarked no later than April 15, 1992. Applications should include a current resume, a list of at least five professional references, and a letter describing how the qualifications and experience of the applicant will meet the above requirements.

The CHE is an equal opportunity employer. A copy of the CHE confidentiality policy will be mailed upon receipt of applications. Nominations and applications should be sent to:

Chair of the Search Committee
New Mexico Commission on Higher Education
1088 Cerrillos Road
Santa Fe, New Mexico 87501-4295

PRESIDENT University of Massachusetts

The Board of Trustees of the University of Massachusetts and its Presidential Search Committee seek a President to lead the new five-campus University system. The Presidential Search Committee will conduct a national search and invite nominations of and expressions of interest by distinguished individuals who are capable of providing effective leadership for the University.

The Massachusetts Legislature and the Governor have recently endorsed a blueprint for building the University into a first rank public university. Based on the recommendations of a blue-ribbon commission chaired by David Saxon, President Emeritus of the University of California, the University is now guided by a single Board of Trustees having increased authority for managing its affairs.

The President is the chief executive officer of the University and is based in Boston. The University's four campuses and Medical Center, each led by a Chancellor, are located at Amherst, Boston, Dartmouth, Lowell and Worcester. The system's budget is nearly one billion dollars and the five campuses enroll approximately 65,000 students.

The 22-member Presidential Search Committee is composed of Trustees and distinguished citizens, including four current college and university presidents from outside the system. Nominations and letters of interest should be sent to:

Daniel A. Taylor, Esquire
Trustee of the Search Committee
University of Massachusetts
One International Place
Third Floor
Boston, MA 02110
817-590-0046
Fax: 817-330-8868

The names of nominees and prospective candidates will be treated in a confidential manner. The committee plans to present its report to the Board of Trustees by the summer of 1992.

The University of Massachusetts is an Affirmative Action, Equal Opportunity Employer.

Biology: Tenure-track Assistant Professor. The position is in the Department of Biology. The successful candidate will be expected to teach 15 hours (five courses) each semester and to engage in student advising, club membership, and other types of departmental and university activities. The candidate must have a Ph.D. in Biology, and a minimum of five years of teaching experience. The position is located in the Department of Biology, 100 College Avenue, Providence, RI 02908. Salary is commensurate with experience. Applications should be sent to the Department of Biology, 100 College Avenue, Providence, RI 02908. Review of applications will begin on April 1, 1992. The University of Rhode Island is an Affirmative Action, Equal Opportunity Employer.

Biology: Tenure-track Assistant Professor. The position is in the Department of Biology. The successful candidate will be expected to teach 15 hours (five courses) each semester and to engage in student advising, club membership, and other types of departmental and university activities. The candidate must have a Ph.D. in Biology, and a minimum of five years of teaching experience. The position is located in the Department of Biology, 100 College Avenue, Providence, RI 02908. Salary is commensurate with experience. Applications should be sent to the Department of Biology, 100 College Avenue, Providence, RI 02908. Review of applications will begin on April 1, 1992. The University of Rhode Island is an Affirmative Action, Equal Opportunity Employer.

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The Colorado College

President

Colorado College invites nominations and applications for the position of President of the College with duties commencing in 1993. Colorado College, founded in 1874, is a private educational liberal arts college, primarily residential in character, located in Colorado Springs, Colorado.

The College seeks a broadly-educated person, a leader with integrity and imagination, and a skillful administrator to preserve and to build on the achievements of recent years.

The applicant should have:

- the vision to lead the College toward greater distinction and recognition as a national liberal arts college;
- a profound commitment to the traditions of liberal learning and the ability to foster innovation while maintaining the reserve of institutional wisdom;
- intellectual distinction and strong credentials in teaching and scholarship;
- an understanding of The Colorado College Plan, how it shapes the education at the College, and a dedication to interdisciplinary and extracurricular learning;
- the capacity to attain the confidence of and to work harmoniously with the various constituencies of the College;
- the ability to advance the best interests of the College as they relate to the national economic environment;
- a demonstrated strength in fundraising and financial management; the willingness to continue careful strategic planning and to prepare for the next capital campaign;
- a commitment to embrace, promote, and achieve increased diversity in all facets of College life.

For information regarding application, write:
Jesse Caswell, Administrator
Presidential Search Committee
The Colorado College
14 East Cache La Poudre Street
Colorado Springs, CO 80903

Application deadline, May 15, 1992.

Colorado College is an Equal Opportunity Employer and invites applications from women, ethnic minority candidates, and individuals who can address the concerns and perspectives of women and minorities.



Executive Director Wellesley College Alumnae Association

Reports to the Board of Directors of the Association and is responsible for developing Association policies, plans and programs. As the on-campus liaison with the College, directs Association outreach to alumnae and current students to foster their connections with Wellesley and each other. Directs Association efforts toward creating a climate for successful fund raising, recruiting and public relations. Manages the Alumnae Office, supervising fourteen staff members and coordinating the work of a volunteer network of alumnae volunteers. B.A. required; Wellesley degree preferred. Strong management and administrative experience. Familiarity with operation of non-profit institutions required; higher education experience strongly preferred. Excellent verbal and written skills. Application deadline: March 31, 1992.

Please send letter of application and resume to Patricia E. Basque, Manager of Employee Relations, Personnel Office, Wellesley College, Wellesley, MA 02151.

Wellesley College especially welcomes applications from ethnic minorities and women.

Wellesley College

Classical Languages: (218) 755-2815. Send letter of application, curriculum vitae, and samples of scholarly activity, and have transcripts and references sent to: Dr. David Francis, Chairperson, Department of Classical Languages, Wellesley College, Wellesley, MA 02151. Review of applications will begin on April 1, 1992. The University of Rhode Island is an Affirmative Action, Equal Opportunity Employer.

Special Education: Tenure-track Assistant Professor. The position is in the Department of Special Education. The successful candidate will be expected to teach 15 hours (five courses) each semester and to engage in student advising, club membership, and other types of departmental and university activities. The candidate must have a Ph.D. in Special Education, and a minimum of five years of teaching experience. The position is located in the Department of Special Education, 100 College Avenue, Providence, RI 02908. Salary is commensurate with experience. Applications should be sent to the Department of Special Education, 100 College Avenue, Providence, RI 02908. Review of applications will begin on April 1, 1992. The University of Rhode Island is an Affirmative Action, Equal Opportunity Employer.

Special Education: Curriculum and Instruction. The position is in the Department of Special Education. The successful candidate will be expected to teach 15 hours (five courses) each semester and to engage in student advising, club membership, and other types of departmental and university activities. The candidate must have a Ph.D. in Special Education, and a minimum of five years of teaching experience. The position is located in the Department of Special Education, 100 College Avenue, Providence, RI 02908. Salary is commensurate with experience. Applications should be sent to the Department of Special Education, 100 College Avenue, Providence, RI 02908. Review of applications will begin on April 1, 1992. The University of Rhode Island is an Affirmative Action, Equal Opportunity Employer.

Special Education: Assistant Professor. The position is in the Department of Special Education. The successful candidate will be expected to teach 15 hours (five courses) each semester and to engage in student advising, club membership, and other types of departmental and university activities. The candidate must have a Ph.D. in Special Education, and a minimum of five years of teaching experience. The position is located in the Department of Special Education, 100 College Avenue, Providence, RI 02908. Salary is commensurate with experience. Applications should be sent to the Department of Special Education, 100 College Avenue, Providence, RI 02908. Review of applications will begin on April 1, 1992. The University of Rhode Island is an Affirmative Action, Equal Opportunity Employer.

Special Education: Full-time, tenure-track in the Department of Special Education. The position is in the Department of Special Education. The successful candidate will be expected to teach 15 hours (five courses) each semester and to engage in student advising, club membership, and other types of departmental and university activities. The candidate must have a Ph.D. in Special Education, and a minimum of five years of teaching experience. The position is located in the Department of Special Education, 100 College Avenue, Providence, RI 02908. Salary is commensurate with experience. Applications should be sent to the Department of Special Education, 100 College Avenue, Providence, RI 02908. Review of applications will begin on April 1, 1992. The University of Rhode Island is an Affirmative Action, Equal Opportunity Employer.



THE BOARD OF TRUSTEES Invites applications and nominations for PRESIDENT/SUPERINTENDENT Itawamba Community College and the Agricultural High School District Fulton, Mississippi

Itawamba Community College has its parent campus which houses primarily academic programs in Fulton and the Tupelo Campus which offers the latest leading edge technologies. The college enrolls approximately 4,000 credit and 6,000 non-credit students each semester. Itawamba Community College serves five counties in progressive northeast Mississippi which encompasses 2,766 square miles.

The district has had only three presidents in its 44-year history. That stability is reflected in the district's commitment to shared governance and its comprehensive staff development program that allows administrators, faculty and staff to participate in activities that enhance professional skills and personal enrichment.

The college fully subscribes to the philosophy that the mission of the community college is to bring the concept of "educational opportunities for all" closer to reality. To support this philosophy, the college has an open admission policy.

Fulton is in the rolling hills of northeast Mississippi and on the recreationally-oriented Tennessee-Tombigbee Waterway. Tupelo is the All-American City which offers shopping, dining, recreation and entertainment.

A brochure describing the criteria for the position and the application process is available on request.

Evaluation of candidate applications will begin on June 15, 1992.

To nominate an individual or receive the brochure or additional information, call or write to:

Wayne Sullivan
Director of Development
Itawamba Community College
602 West Hill Street
Fulton, Mississippi 38843-1099
Phone: (601) 862-3101
FAX: 862-4793

Itawamba Community College and Agricultural High School District is an equal opportunity employer and does not discriminate among applicants on the basis of age, color, sex, creed, national origin, handicap, race, religion, or status as a Vietnam veteran.

Classical Languages: (218) 755-2815. Send letter of application, curriculum vitae, and samples of scholarly activity, and have transcripts and references sent to: Dr. David Francis, Chairperson, Department of Classical Languages, Wellesley College, Wellesley, MA 02151. Review of applications will begin on April 1, 1992. The University of Rhode Island is an Affirmative Action, Equal Opportunity Employer.

Special Education: Curriculum and Instruction. The position is in the Department of Special Education. The successful candidate will be expected to teach 15 hours (five courses) each semester and to engage in student advising, club membership, and other types of departmental and university activities. The candidate must have a Ph.D. in Special Education, and a minimum of five years of teaching experience. The position is located in the Department of Special Education, 100 College Avenue, Providence, RI 02908. Salary is commensurate with experience. Applications should be sent to the Department of Special Education, 100 College Avenue, Providence, RI 02908. Review of applications will begin on April 1, 1992. The University of Rhode Island is an Affirmative Action, Equal Opportunity Employer.

Special Education: Assistant Professor. The position is in the Department of Special Education. The successful candidate will be expected to teach 15 hours (five courses) each semester and to engage in student advising, club membership, and other types of departmental and university activities. The candidate must have a Ph.D. in Special Education, and a minimum of five years of teaching experience. The position is located in the Department of Special Education, 100 College Avenue, Providence, RI 02908. Salary is commensurate with experience. Applications should be sent to the Department of Special Education, 100 College Avenue, Providence, RI 02908. Review of applications will begin on April 1, 1992. The University of Rhode Island is an Affirmative Action, Equal Opportunity Employer.

Special Education: Full-time, tenure-track in the Department of Special Education. The position is in the Department of Special Education. The successful candidate will be expected to teach 15 hours (five courses) each semester and to engage in student advising, club membership, and other types of departmental and university activities. The candidate must have a Ph.D. in Special Education, and a minimum of five years of teaching experience. The position is located in the Department of Special Education, 100 College Avenue, Providence, RI 02908. Salary is commensurate with experience. Applications should be sent to the Department of Special Education, 100 College Avenue, Providence, RI 02908. Review of applications will begin on April 1, 1992. The University of Rhode Island is an Affirmative Action, Equal Opportunity Employer.

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POSITION ANNOUNCEMENT VICE PRESIDENT FOR UNIVERSITY EXTENSION UTAH STATE UNIVERSITY

Utah State University, founded in 1888, is Utah's land grant institution, nationally and internationally recognized for programs in engineering related to irrigation, water management and space exploration; natural resources management; ecological sciences and agriculture in arid and semi-arid regions; with strong programs in the humanities, education, family life, the sciences and business. The quality of the University's educational programs combined with its physical location attracts capable undergraduate and graduate students from across the United States and the world. Located in Logan at the base of the Wasatch Mountains in the Cache Valley of northern Utah, the University and its environment enjoys the high quality of life associated with a clean environment and college community. Outdoor activities are unlimited. The University and community provide considerable opportunities for cultural activity.

Primary Functions
University Extension at Utah State University encompasses: (1) the Cooperative Extension Service, traditionally associated with land-grant universities; and (2) Life Span Learning programs, which include the Class Division, Conference and Institute Division, COM-NET Telecommunications system and off-campus Continuing Education Centers.

The Vice President for Extension provides overall leadership for University Extension as one viable, functional unit and serves as the Director of Utah State University Cooperative Extension Service in interfacing with Extension Services, United States Department of Agriculture.

Major Duties
Administer the development and implementation of Extension Programs to meet the needs of the people of the State of Utah through traditional and non-traditional delivery systems including distance education.

Represent University Extension in its administrative and policy functions with the University administrators, IS-USDA, County Commissioners, state and federal agencies and organizations as designated by the President.

Represent University Extension in its policy-making and public relations functions with national, state, and local organizations in support of Extension's mission.

Work with colleges and other units to mobilize and coordinate the resources of the University in support of the Extension function.

Provide leadership in establishing Extension policies and procedures related to programs, personnel, and other resources.

Develop and administer budgets obtained from state and federal appropriations and other sources in accordance with University policy.

Be responsible for personnel functions such as recruitment, selection, placement, orientation, tenure, promotion and performance evaluations, termination, and salary adjustment.

Administer all aspects of the Equal Employment Opportunity Program and Affirmative Action plan within University Extension.

Work with other major offices of the University to promote the instructional, research, and service missions of the University.

Relationships
Responsible to the Utah State University President for total University Extension program.

Closely coordinate with the Provost and Deans all aspects of academic programs offered through Extension.

Cooperate with others to promote the goals and mission of the University.

Accountable to the Administrator of Extension Service-USDA for programs and budgets related to Cooperative Extension.

Requirements
Earned doctorate from an accredited institution of higher education.

Qualified and acceptable for appointment at full professor rank with tenure at USU.

Substantial faculty and/or administrative experience at a Land-Grant University with a sound understanding and commitment to the broad functions of extension. A particular sensitivity to the interactive functions of research and extension in bringing new knowledge and serving the people's needs.

The ability to integrate the overall resources and technology of the total University into the extension function.

A global perspective and keen understanding of the national and international scope of the land-grant system and the inter-dependence of state, national and international economies.

A demonstrated ability to be innovative and creative and to communicate clearly with a variety of audiences.

Broad successful experience in working effectively with people, a demonstrated ability to motivate others and the ability to delegate responsibility and authority.

Ability to manage fiscal, physical, human and other resources in accordance with University policy.

A sensitivity to people with diverse cultural backgrounds and a commitment to Equal Employment and Affirmative Action.

The search will remain open until April 15, 1992, or until a suitable candidate is found. Please send resumes and names of five references to:

Dean Joseph A. Chapman, Chair
Search Committee for Vice President for University Extension
Utah State University
Logan, UT 84322-5200
Telephone (801) 750-2445 Fax (801) 750-2443

UTAH STATE UNIVERSITY IS AN AFFIRMATIVE ACTION / EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER

Student Services Assistant: The position is in the Department of Student Services. The successful candidate will be expected to assist in the supervision of student activities, including advising, counseling, and other types of departmental and university activities. The candidate must have a minimum of two years of experience in a similar position. The position is located in the Department of Student Services, 100 College Avenue, Providence, RI 02908. Salary is commensurate with experience. Applications should be sent to the Department of Student Services, 100 College Avenue, Providence, RI 02908. Review of applications will begin on April 1, 1992. The University of Rhode Island is an Affirmative Action, Equal Opportunity Employer.

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End Paper



Conjuring New Forms From Nature

ARTISTS ARE MAGICIANS. Well, not exactly magicians—but for several thousand years societies have revered their artists as people with pictorial skills and some transforming way of seeing. This has always earned them a special place. Artists are called avatars, seers, and visionaries, people touched by a higher power who through their gifts can create life anew. Ed Shay, of course, does not claim for himself any particular spiritual high ground, but his sculpture exhibits precisely those qualities that have always impressed the lay public. He takes common materials from nature, and through his intervention, intelligence, vision, and will, changes them into something else that is both simple and wonderful. He transubstantiates.

Ed Shay finds his raw materials by foraging around in nature, collecting twigs and leaves. He uses these to make molds into which he pours bronze, preparing the materials for their final metamorphosis. Shay takes his bronzed sticks and leaves, and arranges and welds

them together to form the armature of a new shape or creature. In Shay's hands, Nature again creates life, the rhythms of being recycle into new form. The stuff of existence bears unexpected further fruit. He senses the almost genetic similarities that bind all life, and its potential for recombinant display.



The text above is by James Yood, lecturer in art theory and practice at Northwestern University. It is excerpted from *Spirited Visions: Portraits of Chicago Artists by Patty Carroll*, a studio professor in photography at the Illinois Institute of Technology's Institute of Design, and Mr. Yood. Copyright © 1991 the University of Illinois Press.

Officials at Lynn University can breathe a sigh of relief. A major donor who had been ruffled by an unflattering newspaper article has withdrawn her threat to drop local charities from her will. Last month *The News*, of Boca Raton, Fla., charged that the donor, Countess Henrietta de Hoernle, was a fake. The article said that Countess de Hoernle had bought her title for \$20,000 in 1981 from a "slick, charming con man who's notorious for pulling the same scam on dozens of others."

Countess de Hoernle, who reportedly has given about \$4-million to various causes in the area since 1982, was so upset by the article that she and her husband, Adolph, vowed to strike from their wills \$22-million for charities.

But local citizens rallied behind the couple. And Lynn University students wrote letters of support to the count and countess, who have given to the campus over the past decade. Last fall the couple gave Lynn \$2.5-million for a new gymnasium that will be named for them.

The messages were heard. The couple decided to keep the charities in their wills. Although Lynn officials don't know how much money—if any—the couple might have designated for the university, they're happy the turmoil is over for the donors.

"They're a very gracious couple," says Jan Giltz, Lynn's director of institutional relations. "We never changed our impression of the count and countess. And we were very upset about the article."

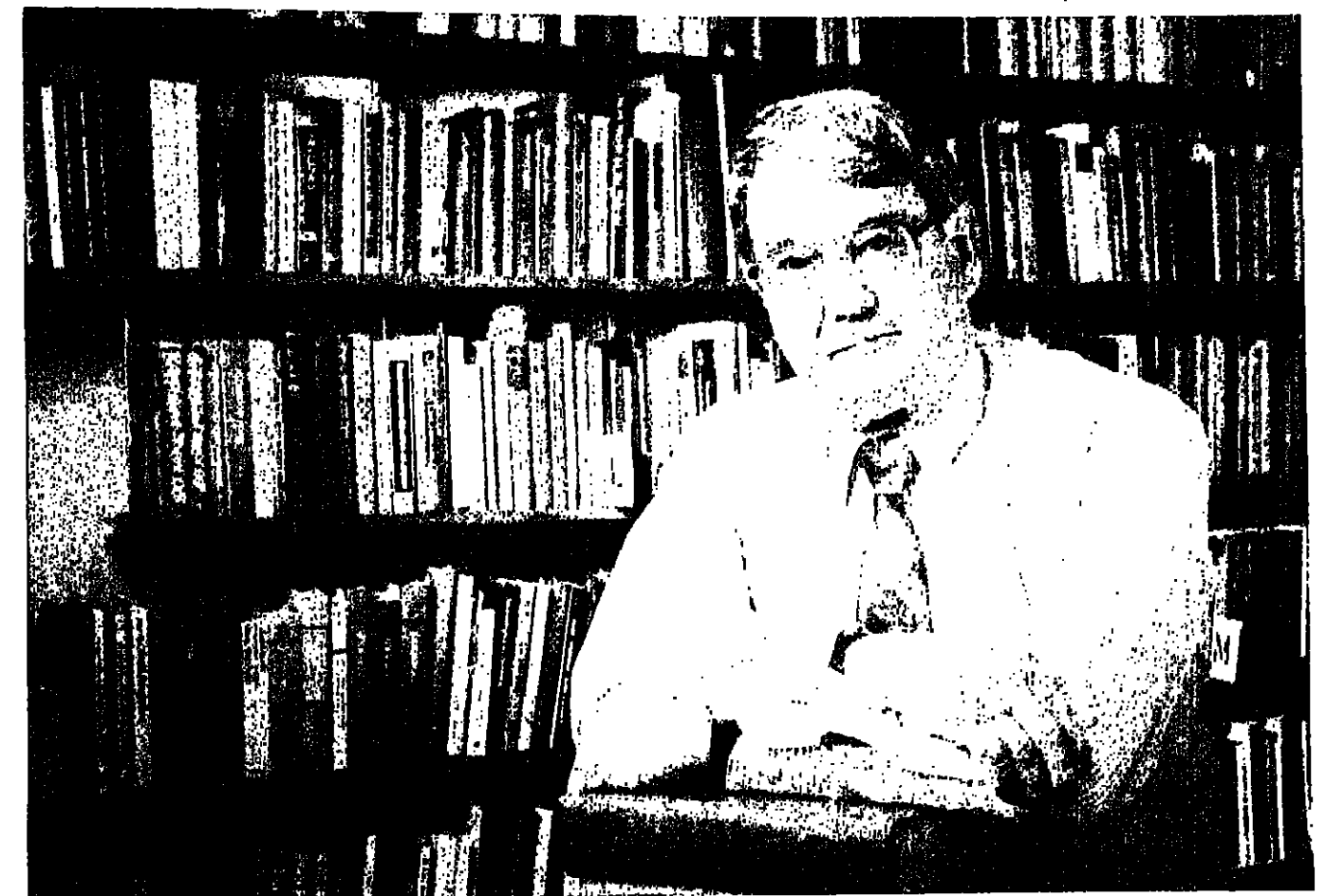
The California Attorney General's office is investigating the \$100,000-a-year salaries plus benefits paid to the managers of the Stanford Bookstore. The compensation is already under scrutiny by the store's directors.

Attorney General Daniel E. Lungren will look into whether the compensation packages violate state laws that govern non-profit organizations, a spokesman for Mr. Lungren said.

The store, a non-profit, tax-exempt corporation, rents space on the campus and is independent of the university. Eldon Speed, the store's general manager, and Philip Chiaramonte, its assistant manager, are believed to be the highest-paid college-bookstore managers in the nation. Their benefits include a vacation home, a motor home, a sailboat, and the use of several luxury cars.

Robert Weisberg, a board member and a professor of law at Stanford who is overseeing the board's investigation, said the compensation packages might involve "matters which should be corrected beyond questions of legal compliance." The board has hired two law firms and an accounting firm to review the situation.

Business & Philanthropy



Richard L. Wentworth, director of the U. of Illinois Press: "Unless a book is really important, we have to look more closely than ever at the market situation."

Many University Presses Are Forced to Put New Emphasis on the Bottom Line

By JULIE L. NICKLIN
Facing budget cuts and a dwindling library market for their books, some university presses are being forced to publish fewer titles, reduce print runs, and delay new projects.

For more than a decade, university presses have seen the subsidies that many of them receive from their institutions gradually decrease and their sales to college and university libraries decline. To make up for lost revenue, many started

to publish fiction and general-interest books that would appeal to a wider audience.

Now the cost cutting brought on by the recession has exacerbated the situation. As many as 20 university presses may see cuts in their subsidies this year, and a few may be eliminated, according to the Association of American University Presses. As a result, some presses are postponing—or dropping—their publication of certain books and monographs simply because

they won't sell enough to cover costs or return a profit this year.

Some university presses are reluctant to talk about the financial problems they face. Their directors fear that once the news is public, scholars will take their manuscripts to other publishers, thus further harming the very operation the directors seek to protect.

Small and medium-sized presses at public universities have been hit hardest by the recession, press directors say, because their support comes from the states, many of which are financially strapped themselves. Older and larger presses—and especially a few such as the Yale University Press that have endowments to cushion them in poor economic times—are better off. But they haven't been immune to the recession.

\$52-Million Gift to Texas A&M Is Believed to Be Largest Ever to a Public University

COLLEGE STATION, TEXAS
An alumnus has given Texas A&M University 1,000 acres of land on the island of Guam—a spread valued at \$52-million.

The gift, from Dwight Look, Class of 1943, a self-employed engineer living in Sinajana, Guam, is believed to be the most valuable ever made to a public university. University officials announced the donation this month as they publicly opened a \$500-million fund-raising campaign.

The gift is the latest in a long succession of impressive gifts to public universities. Texas A&M President William H. Mobley said private funds would be increasingly necessary as state support for higher education dwindled. Money from state general revenues accounts for 35 percent of the university's fiscal 1992 budget—down from 40 percent 10 years ago.

"We are no longer a 'state supported' institution, but rather we are 'state assist-

ed,'" Mr. Mobley said. "Private dollars are necessary to continue the excellence we need to attain our objectives."

Mr. Look's land donation was valued by an independent appraiser at \$52-million, university officials said. Because the actual value of real-estate gifts fluctuates with the market, such gifts are difficult to rank when compiling lists of record donations.

However, at \$52-million, the gift would top what is believed to be the previous record for a public university—a \$51.4-million gift to the University of Houston in October 1991.

Plans to Sell the Land

The university plans to sell the land and use the proceeds to establish endowments for its College of Engineering and Sterling C. Evans Library. With the gift, the university has raised a total of \$185-million.

Continued on Page A33

Series Dropped at Nebraska

Many of the approximately 80 university presses still depend upon their parent institutions to support part of their operating budgets, with the remainder coming largely from sales.

Officials at the University of Nebraska Press, which took a \$12,700 cut in its \$250,000 subsidy this year, have decided to stop printing three series of monographs to save money. They plan to drop the *Bulletin of the University of Nebraska State Museum*, a series of scientific monographs produced by museum officials; the *Nebraska Study Series*, a collection of academic monographs written by professors and alumni of the university's Lincoln campus; and the press's five-year-old se-

Continued on Following Page

University Presses Are Forced to Put New Emphasis on the Bottom Line

Continued From Preceding Page
ties. Modern Scandinavian Literature in Translation. About 700 scholars buy the literature series, which officials of the press describe as "unique to academe."

The three monograph series weren't making money, the officials say, which puts the Nebraska press in a new—and uncomfortable—position: eyeing the bottom line of its operation. "They were the most conspicuous for using resources without generating income," says Willis G. Regier, director of Nebraska's press. "We are concerned about diluting parts of our mission if we become what the administration has dubbed a profit center."

He adds: "It's disconcerting when the scholarly value of a work starts to be determined by its immediate financial value. That immediacy is what gives me the coldest chills."

Threat at Stanford

On other campuses, the cuts could be more severe. The existence of the Stanford University Press, which receives about 10 percent of its budget from the university, is threatened. The university, troubled by a controversy with the federal government over research costs, is looking to trim about \$40-million from its budget over the next few years. Along with other parts of the university, the press is under review for possible reduction—or elimination.

"The support to the press is a significant item," says Grant A. Barnes, its director. "It's conceivable the university could decide to abandon the press—to close it up."

At the Ohio State University, professors fought a proposal by the institution last fall to close the university's press. Now press officials wonder whether the operation will receive its \$300,000 subsidy next year. The university has temporarily

withdrawn its commitment to give the press an annual subsidy.

In six years, the press nearly doubled its annual output of books, and it now produces five academic journals. But the inventory of unsold books has built up faster than sales. At the end of fiscal 1991, the press reported a \$724,000 deficit.

12% Cut at Iowa

Press officials are working with the university to restructure their finances. "It wouldn't make sense to give up on the ground that we have gained," says Peter J. Givler, director of Ohio State's press.

This year, the University of Iowa Press received 12 percent less from the university than it had in fiscal 1991—the first reduction in at least eight years. Because the recession-torn state is giving less money to the university, the press expects another subsidy cut next year. Press officials, who wouldn't release specific figures, say their operation relies upon the university for about one-third of its budget.

"We are very tightly organized and financed," says Paul J. Zimmer, director of the Iowa press. "Any cut that we receive is going to make it difficult for us."

'You Can Never Be Sure'

That fear is one reason some presses are relieved that they do not rely on university subsidies. Since 1976, Indiana University Press has been self-supporting. Its officials say they have already become more conservative about what they publish because they rely mainly on sales to meet their budget.

"We felt it was prudent to be in charge of our own destiny," says John Gailman, director of Indiana's press. "If you are dependent on handouts, you can never be sure that they are going to be there."

The quality and popularity of books published by the university presses are evident in the frequent



Grant A. Barnes, director of the Stanford U. Press: "It's conceivable the university could decide to abandon the press—to close it up."

reviews they receive in leading newspapers, magazines, and scholarly journals, and the awards they receive. Indeed, 11 of the 18 winners of the Association of American Publishers' 1991 R. R. Hawkins Award for outstanding professional, reference, or scholarly work were published by university presses. Several commercial pub-

lishers acknowledge that university presses have long filled a niche in the publishing world, often breaking ground with innovative scholarly ideas.

University subsidies, endowments, and their tax-exempt status, they explain, have enabled university presses to publish works based on their scholarly value.

Business & Philanthropy

This year, however, some university presses have had to base more of their publishing decisions on the bottom line.

Some presses have tried to make up for the budget cuts by releasing fewer new titles. The University of Illinois Press, faced with a decline in university subsidies over the past two years, plans to cut up to 10 titles from its list of about 100 new publications in 1992. Many of those cut will be highly specialized monographs.

"Unless a book is really important, we have to look more closely than ever at the market situation," says Richard L. Wentworth, director of the Illinois Press.

Some Print Fewer Copies

Many presses are printing fewer copies of scholarly works and trade books. Rutgers University Press is releasing *Prime Time and Midweek*, a book about the television game-show scandals of the 1950's. In better economic times, the press would have printed 6,000 copies of the book, officials say, but the number is being cut to 4,000. "Frankly, we should really cut that to 3,000," says Kenneth L. Arnold, the press's director.

Other presses don't see publishing fewer titles as a solution. In bad economic times, their directors say, presses must maintain—or even increase—their publishing lists to build sales. At some presses, however, that thought has led to conflict.

Jonathan Brent says he resigned as director of the Northwestern University Press because the institution didn't support his desire to add new staff members and increase the number of books from 35 a year to 50. Although the press receives no cash subsidy from Northwestern, Mr. Brent says he wanted the university to come up with some of the money necessary to expand the operation.

"Getting up to 50 would have helped insulate us against the vagaries of the marketplace," says Mr. Brent, who is now senior editor of

Business & Philanthropy

communities at Yale University Press.

Northwestern officials say they neither accepted nor rejected Mr. Brent's plan. "The plan was only in the process of being developed," says Roxie R. Smith, Northwestern's associate provost. "It had not been completed at the time Mr. Brent accepted another position."

Reports of this year's sales of academic books are mixed—some are up, some are down, and others are flat. Most press directors, however, say that libraries, which are struggling with their own budget cuts and rising materials costs, are buying fewer books, journals, and monographs (*The Chronicle*, February 19). Bookstores and wholesalers are ordering fewer copies—and returning more quickly the ones that haven't sold.

The University of Chicago Press, the largest of the country's university operations, says that in the past four or five months it has seen orders from some wholesalers for new books drop by as much as half. For the second year in a row, the press has also seen a substantial increase in the number of books that are returned from wholesalers and bookstores. Heavy returns in the past two months have reduced one-year increase in sales from 10 percent, which the press originally reported, to 3.3 percent.

"As we ask people for money,

"It's disconcerting

when the scholarly value of a work starts to be determined by its immediate financial value."

they have the tendency to return the books rather than give cash," says Donald A. Collins, chief financial officer of Chicago's press.

University presses are looking for a variety of ways to economize. The University of California and Princeton University Presses are following others that have already combined their warehousing and distribution operations to cut costs. Others are raising their book prices more sharply than in the past. A few are working on new projects to publish more general-interest books designed to earn profits that can be used to support the publishing of scholarly works.

Hiring Freezes and Attrition

Other presses have cut back on personnel through attrition or hiring freezes imposed by their universities. For some, layoffs may not be far off. Several presses hope to build endowments when times get better so they'll be prepared for the next taste of a sour economy.

For now, the steps that many presses are taking seem to be doing the job. But most agree that if the recession continues, more severe action could be called for.

It's too soon to talk about the presses' emergence from the recession, say many press directors. "If the recession were to end tomorrow, we would be in good shape," says Nebraska's Mr. Regier. "But I don't think this is over yet."

W. M. KECK FOUNDATION

655 South Flower Street
Los Angeles 90071
American studies. For the American-studies program: \$200,000 to Georgetown U.
Biology. For a faculty position in the Center for Biological Timing: \$300,000 to U. of Virginia.
Facilities. For biology laboratories: \$250,000 to Allegheny College.
For a Language Resource Center: \$200,000 to Franklin and Marshall College.

W. K. KELLOGG FOUNDATION

400 North Avenue
Bottle Creek, Mich. 48017-3398
Deafness. For a continuing education center for deaf and hearing-impaired people: \$12-million to Gallaudet U.
Education. For support of programs: \$100,000 to Teach for America Inc. (New York).

For programs for at-risk elementary-school children: \$135,000 to U. of Arizona.
Families. For a crisis-intervention program for families: \$608,970 to U. of South Africa.

Health. For community-oriented primary health care in six Indiana cities: \$174,728 to Indiana U.
For programs on community-based primary health care: \$1.5-million to Michigan State U.

For training for community health workers: \$491,624 to U. of Cape Town (South Africa).

For dental services in the neighboring community: \$107,142 to U. of Durban-Westville (South Africa).

For dental programs: \$286,000 to U. of Puerto Rico.

For training programs for health-care workers: \$509,690 to National U. of Tucumán (Argentina).

For seminars for health professionals: \$222,516 to U. of Natal (South Africa).

For a data bank and network on health administration: \$420,176 to U. of São Paulo (Brazil).

Leadership. For leadership programs: \$430,026 to Richmond Community College (N.C.). \$503,468 to U. of Miami.

\$100,300 to Michigan State U., and \$150,000 to St. Barnabas College (South Africa).

Public officials. For education, networking, and community-development projects for public officials from small towns and rural communities: \$842,900 to Cornell U.

Urban areas. For programs to stem urban violence: \$499,780 to Bowie State U.

Young people. For fellowships for leaders of Kelllogg-awarded youth projects: \$600,000 to Massachusetts Institute of Technology.

KRESGE FOUNDATION

P.O. Box 3181
3215 West Big Beaver Road
Troy, Mich. 48067-3181
Facilities. For a building for the business center: \$150,000 to Oklahoma Baptist U.
For facilities for WKSU-FM: \$100,000 to Kent State U.
For renovation of the American-studies

Texas A&M Given Land in Guam Worth \$52-Million

Continued From Page A31
toward its \$500-million goal, which it hopes to reach by 1996. The latest gift is one of 31 donations of \$1-million or more made to the university since September 1990.

Other large gifts announced by the university this month included \$10-million from Walter Koepp, a private investor from Seguin, Tex., for the College of Agriculture and Life Sciences; and \$5-million from Leslie L. Appelt, a real-estate executive from Houston, to support a variety of projects, including a visitor center and the Division of Student Services.

Much of the money raised so far will not be available to the university for several years, since it came in the form of pledges and deferred gifts such as charitable trusts.

The \$500-million campaign is the first comprehensive fund-raising drive in the university's history.

—KATHERINE S. MANGAN

PRIVATE SUPPORT FOR HIGHER EDUCATION

OLIN FOUNDATION

For an auditorium and a dormitory: \$200,000 to St. Anne's College of Oxford U. (England).
For a library and learning center: \$300,000 to Heritage College.
For a biomedical-research facility: \$600,000 to Pennsylvania State U.

LUCIUS H. LITAUER FOUNDATION

80 East 42nd Street
New York 10018
Libraries. For the Judaica Division of the Harvard College Library: \$1.5-million to Harvard U.

LUTHERAN BROTHERHOOD FOUNDATION

625 Fourth Avenue South
Minneapolis 55415
Religion. For the chaplaincy program: \$334,900 challenge grant to Lenoir-Rhyne College.

RALPH E. MILLS FOUNDATION

Drawer M, Frankfort, Ky. 40601
Communications. For the communications center: \$100,000 to Lincoln Memorial University.

SAMUEL L. NEWHOUSE FOUNDATION

c/o Paul Scherer & Company
330 Madison Avenue
New York 10017
Student aid. For scholarships: \$2-million to Lincoln U. (Pa.).

building and the student center: \$350,000 to Harding U.
For an auditorium and a dormitory: \$200,000 to St. Anne's College of Oxford U. (England).

For a library and learning center: \$300,000 to Heritage College.
For a biomedical-research facility: \$600,000 to Pennsylvania State U.

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Young people. For fellowships for leaders of Kelllogg-awarded youth projects: \$600,000 to Massachusetts Institute of Technology.

SPENCER T. AND ANN W. OLIN FOUNDATION

7701 Forsyth Boulevard
St. Louis 63105
Support. For programs of faculty and curriculum development: \$100,000 to Hobart and William Smith Colleges.

STARR FOUNDATION

70 Pine Street, New York 10270
Facilities. For renovation of the Sterling Memorial Library: \$5-million to Yale U.
Support. For faculty development and for scholarships: \$350,000 to Washington College (Md.).

TEAGLE FOUNDATION

30 Rockefeller Plaza
New York 10112
Private colleges. For support of programs: \$250,000 each to Davis & Elkins College and Thiel College.

TREUHAFT FOUNDATION

10701 Shaker Boulevard
Cleveland 44104
Humanities. For a lecture series in the humanities: \$125,000 to Baldwin-Wallace College.

DEL A. WEBB FOUNDATION

2023 West Wickonburg Way
P.O. Box 20819
Wichita, Kan. 67201
Facilities. For the Del E. Webb School of

Construction: \$5-million to Arizona State U.

Gifts & Bequests

Colby College. For professorships: \$1.1-million from an anonymous donor.
Doane College. For the capital campaign: \$142,000 from Harriet and Wayne Danson and \$150,000 from Arch and Nelsa State.

Harvard University. For the Public Interest Summer Fellowship Program: \$300,000 from the family of Morris Wasserstein.
Lees McRae College. For support of programs: \$250,000 from the estate of Morton McGraw.

Lincoln Memorial University. For renovation project: \$1.4-million from Avery Hall Partnership Inc.

For support of programs: \$170,000 from Arthur Tosce.

Mississippi State University. For support of programs: \$130,000 from Eugene Butler.

Nazareth College of Rochester. For the endowment: \$1.2-million from the estate of Rosemary A. White.

Northwest Louisiana University. For the Institute of Gerontology: \$100,000 from an anonymous donor.

Queens College (N.C.). For the new college center: \$4-million challenge gift from an anonymous donor.

Silliman College. For the endowment: \$700,000 from the estate of Julia Clark Francis.

ConnieLee

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Delaware County (Pennsylvania) Authority

\$8,795,000
Insured Revenue Bonds, Series 1992

Widener University Center

Principal and interest guaranteed by

ConnieLee

City of Jacksonville, Florida

\$70,675,880
Hospital Revenue Bonds, Series 1992

University Medical Center

Principal and interest guaranteed by

ConnieLee

Massachusetts Health and Educational Facilities Authority

\$17,390,000
Insured Revenue Bonds, Series A

Massachusetts Community College Pool

Principal and interest guaranteed by

ConnieLee

North Carolina Educational Facilities Finance Agency

\$24,490,000
Insured Revenue Bonds, Series 1992

Elon College

Principal and interest guaranteed by

ConnieLee

College Construction Loan Insurance Association

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Washington, D.C. 20037
202-835-0090

PHILANTHROPY NOTES

Johnson Foundation awards \$20-million to 8 medical schools

Yale U. will receive \$10-million to restore aging buildings

Michigan State U. receives \$5-million for its engineering school

city School of Medicine, \$2.5-million.

■ Oregon Health Sciences University School of Medicine, \$2.4-million.

■ University of Hawaii's John A. Burns School of Medicine, \$2-million.

■ University of Kentucky Research Foundation, \$2.5-million.

■ University of New Mexico School of Medicine, \$2.5-million.

■ University of Rochester School of Medicine and Dentistry, \$2.5-million.

■ Yale University School of Medicine, \$2.4-million.

The foundation announced in January that it would award \$33-million to medical schools over the next seven years in another program to help increase the number of general

physicians (*The Chronicle*, February 5).

Yale University stands to receive a total of \$10-million through two gifts to modernize aging campus buildings.

The C. V. Starr Foundation of New York plans to donate \$5-million to the Sterling Memorial Library. Yale officials report that

Sterling, a Gothic building completed in 1930, needs tens of millions of dollars in repairs (*The Chronicle*, February 19).

The gift will create a reference center in Sterling's main reading room. The center will be modernized to accommodate personal computers and automated reference tools, while the original architecture will be preserved and

the original furniture reproduced. The Starr Foundation, which awards grants in medicine and education, was established in 1955 by Cornelius Vander Starr. Mr. Starr, who died in 1968, founded American International Group, Inc., an insurance company.

A second \$5-million gift, from Joel E. Smilow, a 1954 Yale alumnus, will renovate and modernize the Field House at the Yale Bowl.

Built in 1923, the building serves many of the university's 33 varsity sports. But overuse has left it in disrepair. Yale officials describe the building as "almost dysfunctional."

Mr. Smilow's gift will go toward the \$7-million renovation cost. The building will be named for Mr. Smilow, who is chairman and chief executive officer of

Playtex Family Products Corporation.

A foundation has given Michigan State University \$5-million for its engineering school. It is one of the top five gifts made to the institution's \$210-million capital campaign.

The money, from the Herbert H. and Grace A. Dow Foundation, will help the university's College of Engineering build a new wing for its Composite Materials and Structures Center.

The gift brings to \$186-million the total in gifts and pledges to Michigan State's five-year campaign, which began in 1988. (The goal was raised to \$210-million from \$160-million last summer.)

The Dow Foundation, in Midland, Mich., was established in 1936 by Ms. Dow, the wife of Herbert Dow, founder of the Dow Chemical Company. The fund focuses its giving on economic development, education, science, and the arts.

—JULIE L. NICKLIN

Students

Many Colleges Report Increases in Applications, Despite Drop in Number of High-School Graduates



James Williams, dean of admissions at Antioch College: "Colleges are paying for the kids they want, and letting the others hang."

Continued From Page A1
scores might not have gained them admission in previous years.

Admissions officials predict that the competition for top students will be fiercer because there are fewer of them to go around. High-school counselors say some of their students received acceptance letters from selective, private colleges as early as February 1. Many colleges typically wait until the beginning of April to mail such letters, asking for responses by May 1.

"Everybody is nervous," says Bruce Poch, dean of admissions at Pomona College. "Kids are applying to more places and yields will be shaky. Everybody will react by trying to admit too many students, the wait lists will be full, and there will be wide disparity in financial-aid packages." Pomona has seen its applications increase by 5 per cent over last year.

'No Reason to Feel Safe and Secure'

Adds Bob Magee, director of admissions at Indiana University at Bloomington: "There is no reason for any of us to feel safe and secure. The economy is still depressed, and many students may have applied to colleges in the wishful-thinking mode. Then they get to June and the family looks at the finances and says, 'There is no way we can do this.'" Mr. Magee says Indiana has received 4 per cent more applications this year than last, primarily from out-of-state students.

Not all private institutions saw their applications increase. Syracuse University has received 5 per cent fewer applications than in 1991. Thomas Cummings, vice-president for enrollment management and counseling at Syracuse, says the stagnant economy in the Northeast and the declining number of high-school graduates contributed to the decline. The University of Notre Dame reported receiving 6 per cent fewer applications this year.

Several admissions officials say the more selective private colleges will fare better than others when it comes to filling their freshman classes. "People are willing to pay for quality," says Claire Matthews, dean of admissions at Connecticut College. "Some colleges charge the same tuition, but those colleges don't have the same diploma recognition. People will pay \$30,000 for a Mercedes but not for a Ford." Ms. Matthews says applications to her institution rose by 2 per cent this year.

Mixed Picture at Public Institutions

The applications picture at public institutions is more mixed than at private institutions. Many state universities have seen their budgets slashed and have hiked their tuition and fees substantially. Moreover, publicity about budget cutbacks, which have led to the elimination of some majors and reductions in the number of classes, has led to a drop in the number of applications. San Diego State University, for instance, received about 8,940 applications for next fall, 18 per cent fewer than last

Continued on Page A44

The University of California at Los Angeles is investigating a fraternity's use of a book of songs with sexually explicit lyrics that advocate violence against women and homosexuals.

A copy of the songbook was sent anonymously to the office of *Together*, a campus feminist magazine. Magazine staff members were outraged and prompted leaders of several women's student groups to call for an investigation.

Charles E. Young, chancellor of the university, said he was "revolted that a fraternity songbook exists at UCLA that contains lyrics that are sexist, homophobic, and violent."

Winston Doby, vice-chancellor for student affairs, who is overseeing the investigation, said he was "shocked."

Chris Lee, president of the fraternity, Phi Kappa Psi, said the group's songbooks had been distributed to some pledges recently but had since been confiscated and destroyed. The fraternity was suspended last year for "major alcohol violations," a university official said. The suspension lasts until June.

A group of students at Harvard University is calling for the resignation of the Rev. Peter Gomes, the minister at the Memorial Church at Harvard.

At a rally at Harvard last year, Mr. Gomes announced that he was gay and said that homosexuality was reconcilable with Christian teachings. Since then, about 50 students have organized a group called "Concerned Christians at Harvard" to oppose his statements about homosexuality.

"He may be persuading people that homosexuality is O.K., and the Bible says that homosexuality is a sin," says Robert Wasinger, a sophomore and a member of the group. "The thing that's wrong is obviously not the Bible, so it must be Reverend Gomes."

Mr. Gomes said he wouldn't leave. Neil L. Rudenstine, Harvard's president, as well as several administrators, faculty members, and students, have made public statements in Mr. Gomes's support.

Many American college students say they believe in God, have cheated on tests, and plan to vote in the upcoming Presidential election, according to a new poll conducted for "Esquire" magazine.

The magazine surveyed 1,000 students on 27 campuses. It found that students today are more conservative than those in the 1980's. They drink less and have less sex.

They also say Barbara Bush is more hip than Nancy Reagan.

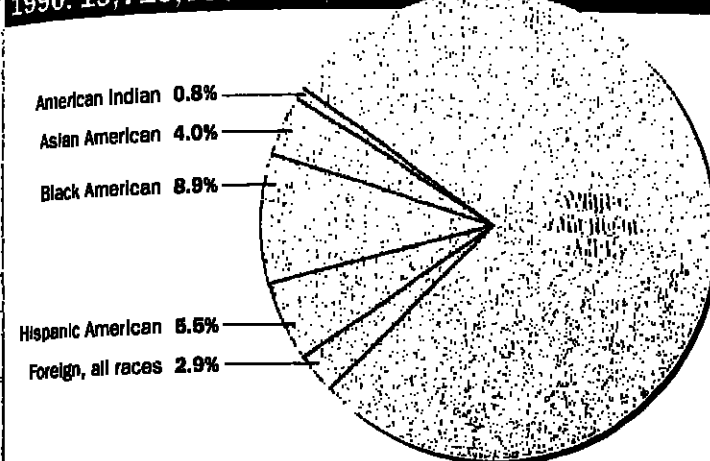
When asked which career they would choose if they could make \$100,000 a year, about half the students said teaching. Seventeen per cent said they would choose to become lawyers and 11 per cent said they would be investment bankers.

Students

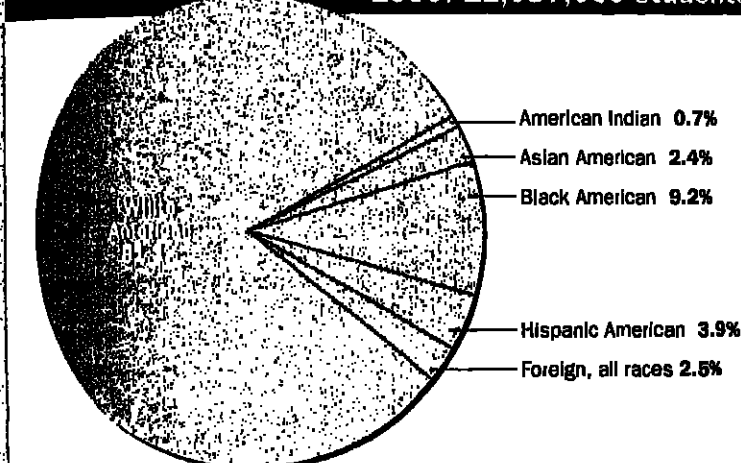
March 18, 1992 • THE CHRONICLE OF HIGHER EDUCATION • A35

College Enrollment by Racial and Ethnic Group

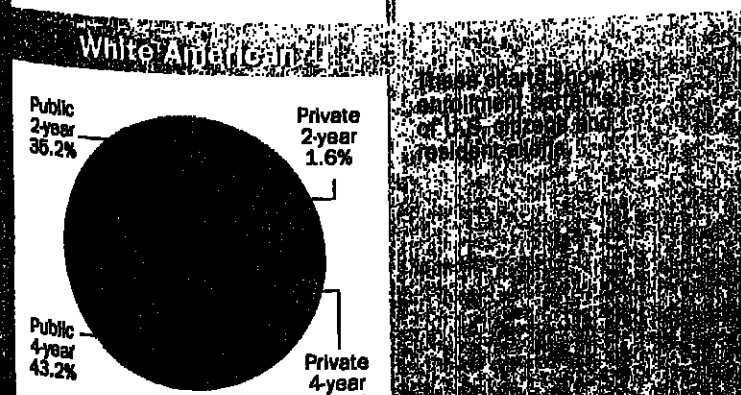
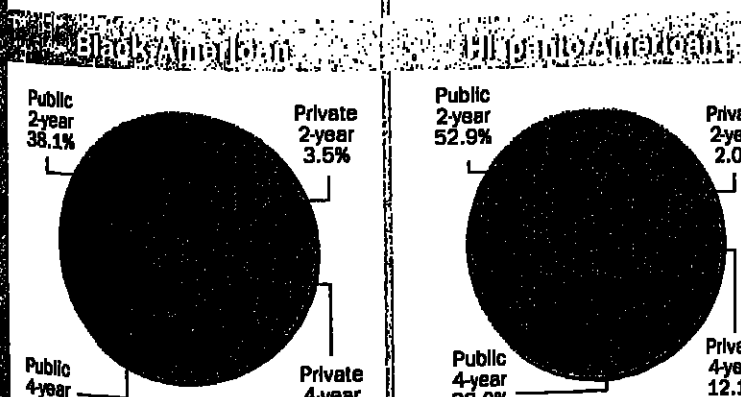
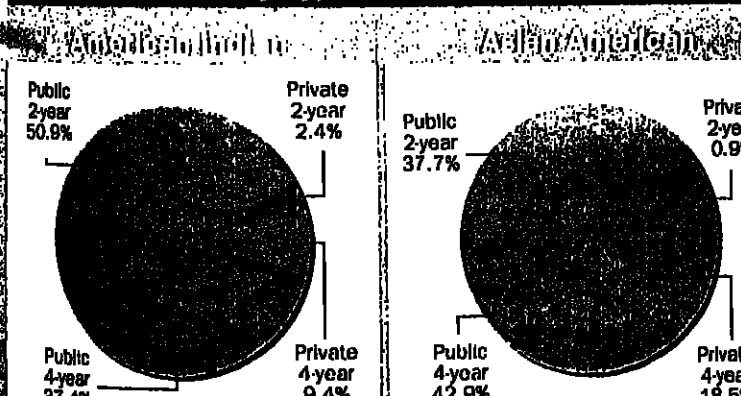
1990: 13,710,000 students



1980: 12,087,000 students



1990 Distribution by Type of Institution



College Enrollment by Race, Selected Years

	1980	1982	1984	1986	1988	1990	10-year change
All	84,000	88,000	84,000	90,000	93,000	103,000	+23%
Men	38,000	40,000	38,000	39,000	39,000	43,000	+13%
Women	46,000	48,000	46,000	51,000	53,000	60,000	+30%
Public	74,000	77,000	72,000	79,000	81,000	90,000	+22%
Private	10,000	10,000	11,000	11,000	11,000	12,000	+20%
4-year	37,000	39,000	38,000	40,000	42,000	48,000	+30%
2-year	47,000	49,000	46,000	51,000	50,000	54,000	+15%
Undergraduate	79,000	82,000	78,000	83,000	86,000	95,000	+20%
Graduate	4,000	5,000	5,000	5,000	6,000	6,000	+50%
Professional	1,000	1,000	1,000	1,000	1,000	1,000	0%

	1980	1982	1984	1986	1988	1990	10-year change
All	286,000	351,000	390,000	448,000	497,000	555,000	+94%
Men	151,000	189,000	210,000	239,000	259,000	287,000	+90%
Women	135,000	162,000	180,000	209,000	237,000	268,000	+99%
Public	240,000	296,000	323,000	371,000	406,000	445,000	+85%
Private	47,000	55,000	67,000	77,000	91,000	109,000	+132%
4-year	162,000	193,000	223,000	262,000	297,000	343,000	+112%
2-year	124,000	158,000	170,000	186,000	199,000	212,000	+71%
Undergraduate	253,000	313,000	343,000	393,000	437,000	485,000	+92%
Graduate	28,000	30,000	37,000	43,000	46,000	52,000	+85%
Professional	6,000	8,000	9,000	11,000	14,000	18,000	+200%

	1980	1982	1984	1986	1988	1990	10-year change
All	1,107,000	1,101,000	1,076,000	1,082,000	1,130,000	1,223,000	+10%
Men	464,000	458,000	437,000	436,000	443,000	476,000	+3%
Women	643,000	644,000	639,000	646,000	687,000	747,000	+16%
Public	876,000	873,000	844,000	854,000	891,000	952,000	+9%
Private	231,000	228,000	232,000	228,000	248,000	271,000	+17%
4-year	634,000	612,000	617,000	615,000	666,000	715,000	+13%
2-year	472,000	469,000	459,000	467,000	473,000	509,000	+8%
Undergraduate	1,028,000	1,028,000	995,000	996,000	1,039,000	1,124,000	+9%
Graduate	66,000	61,000	67,000	72,000	76,000	84,000	+27%
Professional	13,000	13,000	13,000	14,000	14,000	16,000	+23%

	1980	1982	1984	1986	1988	1990	10-year change
All	472,000	519,000	535,000	618,000	680,000	758,000	+61%
Men	232,000	252,000	254,000	290,000	310,000	344,000	+48%
Women	240,000	267,000	281,000	328,000	370,000	414,000	+73%
Public	406,000	446,000	456,000	532,000	587,000	648,000	+60%
Private	66,000	74,000	79,000	86,000	93,000	110,000	+67%
4-year	217,000	229,000	246,000	278,000	296,000	344,000	+58%
2-year	255,000	291,000	289,000	340,000	384,000	414,000	+62%
Undergraduate	438,000	485,000	495,000	583,000	631,000	702,000	+60%
Graduate	27,000	27,000	32,000	46,000	39,000	48,000	+70%
Professional	7,000	7,000	8,000	9,000	9,000	10,000	+43%

	1980	1982	1984	1986	1988	1990	10-year change
All	9,833,000	9,997,000	9,815,000	9,921,000	10,283,000	10,875,000	+9%
Men	4,773,000	4,830,000	4,880,000	4,847,000	4,712,000	4,841,000	+1%
Women	5,060,000	5,167,000	5,125,000	5,273,000	5,572,000	5,834,000	+15%
Public	7,656,000	7,785,000	7,543,000	7,854,000	7,964,000	8,340,000	+9%
Private	2,177,000	2,212,000	2,272,000	2,267,000	2,319,000	2,335,000	+7%
4-year	6,275,000	6,308,000	6,301,000	6,337,000	6,582,000	6,757,000	+8%
2-year	3,558,000	3,689,000	3,514,000	3,584,000	3,702,000	3,918,000	+10%
Undergraduate	8,556,000	8,749,000	8,484,000	8,558,000	8,907,000	9,231,000	+6%
Graduate	1,030,000	1,002,000	1,087,000	1,133,000	1,153,000	1,221,000	+19%
Professional	248,000	246,000	243,000	231,000	223,000	222,000	-10%

	1980	1982	1984	1986	1988	1990	10-year change
All	305,000	331,000	335,000	345,000	361,000	397,000	+30%
Men	211,000	230,000	231,000	233,000	235,000	248,000	+18%
Women	94,000	101,000	104,000	112,000	126,000	149,000	+59%
Public	204,000	219,000	219,000	224,000	238,000	266,000	+30%
Private	101,000	113,000	116,000	120,000	123,000	132,000	+31%
4-year	241,000	270,000	282,000	292,000	302,000	322,000	+34%
2-year	64,000	61,000	53,000	53,000	60,000	75,000	+17%
Undergraduate	208,000	220,000	216,000	205,000	208,000	228,000	+9%
Graduate	94,000	108,000	115,000	136,000	161,000	165,000	+76%
Professional	3,000	3,000	3,000	4,000	5,000	5,000	+67%

	1980	1982	1984	1986	1988	1990	10-year change
All	12,087,000	12,388,000	12,235,000	12,504,000	13,043,000	13,710,000	+13%
Men	5,888,000	5,999,000	5,859,000	5,885,000	5,998,000	6,239,000	+6%
Women	6,219,000	6,389,000	6,376,000	6,619,000	7,045,000	7,472,000	+20%
Public	9,456,000	9,695,000	9,458,000	9,714,000	10,156,000	10,741,000	+14%
Private	2,630,000	2,693,000	2,777,000	2,790,000	2,887,000	2,970,000	+13%
4-year	7,666,000	7,848,000	7,708,000	7,824,000	8,176,000	8,529,000	+13%
2-year	4,521,000	4,740,000	4,527,000	4,680,000	4,868,000	5,181,000	+15%
Undergraduate	10,580,000	10,875,000	10,810,000	10,798,000	11,304,000	11,883,000	+12%
Graduate	1,260,000	1,235,000	1,344,000	1,436,000	1,472,000	1,574,000	+26%
Professional	277,000	278,000	278,000	270,000	267,000	274,000	-1%

CHRONICLE CHART BY JANE ROBINSON

Age	Sex	Height	Weight	Build	Complexion	Hair	Eyes	Teeth	Other
18	M	5' 10"	170	Medium	Light	Black	Blue	Good	
19	F	5' 8"	120	Slender	Light	Black	Blue	Good	
20	M	5' 11"	180	Medium	Light	Black	Blue	Good	
21	F	5' 9"	130	Slender	Light	Black	Blue	Good	
22	M	5' 10"	170	Medium	Light	Black	Blue	Good	
23	F	5' 8"	120	Slender	Light	Black	Blue	Good	
24	M	5' 11"	180	Medium	Light	Black	Blue	Good	
25	F	5' 9"	130	Slender	Light	Black	Blue	Good	
26	M	5' 10"	170	Medium	Light	Black	Blue	Good	
27	F	5' 8"	120	Slender	Light	Black	Blue	Good	
28	M	5' 11"	180	Medium	Light	Black	Blue	Good	
29	F	5' 9"	130	Slender	Light	Black	Blue	Good	
30	M	5' 10"	170	Medium	Light	Black	Blue	Good	
31	F	5' 8"	120	Slender	Light	Black	Blue	Good	
32	M	5' 11"	180	Medium	Light	Black	Blue	Good	
33	F	5' 9"	130	Slender	Light	Black	Blue	Good	
34	M	5' 10"	170	Medium	Light	Black	Blue	Good	
35	F	5' 8"	120	Slender	Light	Black	Blue	Good	
36	M	5' 11"	180	Medium	Light	Black	Blue	Good	
37	F	5' 9"	130	Slender	Light	Black	Blue	Good	
38	M	5' 10"	170	Medium	Light	Black	Blue	Good	
39	F	5' 8"	120	Slender	Light	Black	Blue	Good	
40	M	5' 11"	180	Medium	Light	Black	Blue	Good	
41	F	5' 9"	130	Slender	Light	Black	Blue	Good	
42	M	5' 10"	170	Medium	Light	Black	Blue	Good	
43	F	5' 8"	120	Slender	Light	Black	Blue	Good	
44	M	5' 11"	180	Medium	Light	Black	Blue	Good	
45	F	5' 9"	130	Slender	Light	Black	Blue	Good	
46	M	5' 10"	170	Medium	Light	Black	Blue	Good	
47	F	5' 8"	120	Slender	Light	Black	Blue	Good	
48	M	5' 11"	180	Medium	Light	Black	Blue	Good	
49	F	5' 9"	130	Slender	Light	Black	Blue	Good	
50	M	5' 10"	170	Medium	Light	Black	Blue	Good	
51	F	5' 8"	120	Slender	Light	Black	Blue	Good	
52	M	5' 11"	180	Medium	Light	Black	Blue	Good	
53	F	5' 9"	130	Slender	Light	Black	Blue	Good	
54	M	5' 10"	170	Medium	Light	Black	Blue	Good	
55	F	5' 8"	120	Slender	Light	Black	Blue	Good	
56	M	5' 11"	180	Medium	Light	Black	Blue	Good	
57	F	5' 9"	130	Slender	Light	Black	Blue	Good	
58	M	5' 10"	170	Medium	Light	Black	Blue	Good	
59	F	5' 8"	120	Slender	Light	Black	Blue	Good	
60	M	5' 11"	180	Medium	Light	Black	Blue	Good	
61	F	5' 9"	130	Slender	Light	Black	Blue	Good	
62	M	5' 10"	170	Medium	Light	Black	Blue	Good	
63	F	5' 8"	120	Slender	Light	Black	Blue	Good	
64	M	5' 11"	180	Medium	Light	Black	Blue	Good	
65	F	5' 9"	130	Slender	Light	Black	Blue	Good	
66	M	5' 10"	170	Medium	Light	Black	Blue	Good	
67	F	5' 8"	120						

PENNSYLVANIA									
of the New Cruch	0.0%	2.9%	0.0%	0.0%	11.2%	25.3%	170		
Electron Medical Ctr	0.0	0.0	1.1	0.0	88.9	0.0	21		
St. C	0.0	2.7	2.3	0.0	89.8	4.2	1,763		
ary C	0.1	1.7	3.4	1.3	89.6	4.0	1,817		
of Saint									
le Sales	0.1	0.5	0.5	0.8	97.7	0.5	1,859		
le C	0.3	0.5	0.2	0.2	95.8	0.1	1,069		
of Design	0.0	0.0	0.0	0.0	100.0	0.0	370		
berg Research Inst	0.0	0.0	32.2	3.1	64.7	0.0	12		
ill Inst of Art	0.1	8.3	0.0	0.0	91.7	0.0	12		
Photography	0.0	1.0	12.6	2.0	94.3	0.0	188		
of Philadelphia	0.3	0.5	0.8	1.2	83.8	0.1	1,311		
of Pittsburgh	0.3	0.5	0.8	1.2	83.8	0.1	1,311		
St. Bible Cane Seminary	0.1	0.7	1.4	1.0	99.8	0.0	2,223		
C Inst	0.0	1.4	7.0	1.1	89.3	1.2	2,263		
of Theological Sem	0.0	2.1	0.9	1.2	99.1	0.0	200		
of Sch	0.0	21.7	2.8	1.5	8.8	0.0	239		
Academy for	0.0	0.2	13.8	2.6	82.8	0.0	503		
U	0.0	0.7	12.9	2.2	84.2	0.9	272		
of Arts	0.2	9.8	5.0	2.4	76.1	0.5	1,989		
County CC	0.1	0.2	1.2	1.3	83.3	1.6	3,463		
County CC	0.1	0.4	0.8	1.6	86.8	1.6	3,214		
County CC	0.0	0.3	0.7	0.4	96.6	0.0	1,147		
C	0.1	0.9	2.2	0.6	95.5	0.7	1,477		
Education U	0.0	0.6	13.6	0.7	83.7	0.0	1,208		
reet C	0.2	3.1	3.0	0.6	81.4	0.8	1,208		
Pa Business Sch	0.0	0.4	0.8	1.1	96.3	2.0	726		
of Hill C	0.0	0.4	14.3	0.9	83.5	0.0	655		
of Hill C	0.0	2.5	8.2	0.9	83.5	0.0	655		
of Hill C	0.0	0.9	8.8	3.9	83.9	2.4	1,456		
Sch of Fashion	0.0	1.2	7.8	3.8	88.7	0.0	424		
of	0.0	3.3	18.0	0.0	75.4	3.3	61		
Condrie	0.0	0.1	0.8	0.0	97.6	0.0	1,533		
gomery County	0.3	0.8	10.0	0.5	97.7	0.8	20,553		
of Philadelphia	0.2	0.2	3.5	0.3	98.8	0.0	94.2		
of Mexico	0.0	10.4	4.0	4.7	95.6	0.0	15,151		
of Tech	0.0	0.0	20.5	0.0	75.8	34.1	1,018		
Valley C	0.1	1.0	8.1	0.3	93.2	0.3	9,193		
of Arts	0.1	2.5	0.4	0.8	90.5	0.6	1,098		
of Sch of Law	0.2	7.7	0.9	1.3	98.8	1.2	2,061		
Business C	0.1	1.4	2.0	0.4	94.6	1.1	11,929		
Business C	0.0	0.0	0.0	0.0	100.0	0.0	278		
Capital C	0.3	1.0	2.0	0.7	95.4	0.0	283		
Industrial Seminary	0.0	1.7	31.4	3.1	58.6	8.2	2,487		
own C	0.2	12.8	7.6	1.0	82.4	7.6	1,947		
use Ctr	0.4	1.2	0.8	1.1	0.4	0.9	1,806		
Sch of Theology	0.0	0.0	0.0	0.0	97.7	0.0	258		
Central Seminary	0.1	90.0	5.0	0.0	96.6	0.0	9.0		
of Marshall C	0.1	1.4	2.3	0.3	85.9	4.8	1,796		
of	0.2	0.9	8.1	0.2	89.8	0.7	4,895		
of	0.0	0.2	0.4	0.6	94.4	1.2	4,484		
of	0.0	0.8	0.4	0.0	94.8	1.4	2,074		
of	0.0	0.0	0.0	0.0	100.0	0.0	812		
ary C	0.1	8.1	1.4	4.3	89.4	1.9	1,980		
ea CC	0.0	0.4	9.3	1.3	80.6	1.6	2,096		
ea CC	0.0	2.3	5.4	1.1	76.8	0.8	2,096		
of	0.0	0.8	1.7	1.2	92.0	0.8	8,356		
of	0.0	0.8	1.7	1.2	92.0	0.8	1,147		
of	0.0	0.0	12.6	2.3	85.1	0.0	4,313		
of Art	0.1	0.7	13.1	2.6	83.5	0.1	4,313		
of Art Studies									
McKeesport Medical Ctr	0.2	6.9	5.1	2.0	80.0	5.9			
Mont Alto	0.2	1.2	8.6	0.5	91.5	0.0			
New Kensington	0.2	2.8	0.8	0.8	92.2	0.0			
Ogontz	0.1	0.5	1.7	0.1	97.8	0.0			
Schuykill	0.1	3.2	4.3	0.9	91.8	0.0			
Shanago Valley	0.1	0.9	1.0	1.0	95.1	0.2			
Widewater	0.1	0.3	0.3	0.5	97.8	0.0			
Worthington-Seminary	0.3	0.3	0.8	0.5	97.7	0.0			
York	0.1	2.2	0.2	0.3	99.6	0.0			
University of Boile	0.6	3.4	1.3	0.5	95.9	0.0			
Philadelphia C	0.6	3.4	8.7	2.7	81.4	3.1			
Osteopathic Medicine	0.0	3.9	3.8	1.6	90.2	0.8			
Philadelphia C of Pharmacy									
and Science	0.0	11.0	2.3	3.5	81.9	3.4			
Philadelphia C of Textiles									
and Science	0.0	2.6	9.5	0.9	82.2	4.8			
Princeton	0.0	4.3	6.8	2.8	83.0	6.0			
Pittsburgh Inst of Aeronautics	0.0	1.4	0.8	0.5	98.2	0.2			
Pittsburgh Tech Inst	0.0	1.4	0.8	0.5	98.2	0.2			
Widewater Theological Sem	0.0	3.1	8.9	0.6	89.9	0.0			
Park Point C	0.0	3.1	8.9	0.6	89.9	0.0			
Reading Area CC	0.8	0.6	8.9	0.3	84.8	5.3			
Refined	0.2	1.8	8.8	5.6	85.0	0.5			
Theological Seminary	0.0	1.0	33.8	0.0	64.7	0.0			
RETS Education Ctr	0.0	1.0	33.8	0.0	64.7	0.0			
St. Thomas Morris C	0.1	0.3	3.9	1.2	84.1	0.0			
Rosemont C	0.1	0.8	3.1	0.3	93.2	1.5			
Saint Charles Bonhomme Sem	0.1	1.8	3.1	0.3	93.2	1.5			
Saint Francis C	0.1	1.7	7.6	1.8	86.0	1.1			
Saint Joseph U of Pa	0.0	1.8	6.2	1.7	87.2	0.1			
Saint Vincent C	0.0	1.8	6.2	1.7	87.2	0.1			
Saint Vincent Seminary	0.0	0.3	1.2	0.9	98.7	0.9			
Saint Vincent Sch	0.0	1.8	0.7	0.3	94.0	4.8			
Serton Hill C	0.1	11.9	0.3	0.0	94.0	0.8			
Spring Garden C	0.2	1.2	3.2	4.2	90.9	0.7			
School of Higher Education	0.2	5.2	12.6	1.0	76.7	1.2			
Stonemason U of Pa	0.1	0.7	2.3	0.6	95.8	0.6			
Chapman U of Pa	0.1	0.8	4.0	0.4	94.1	0.9			
Cleary U of Pa	0.2	0.8	93.3	0.0	93.3	1.7			
East Stroudsburg U of Pa	0.1	0.2	2.4	0.3	93.3	1.7			
Edinboro U of Pa	0.2	0.3	2.5	1.3	93.1	1.6			
Indiana U of Pa	0.2	0.3	2.5	1.3	93.1	1.6			
Kutztown U of Pa	0.1	1.2	4.7	0.4	93.3	2.3			
Lack Haven U of Pa	0.3	0.8	3.5	1.3	93.1	1.1			
Allegheny U of Pa	0.2	0.3	3.2	0.3	94.2	1.1			
Millsville U of Pa	0.2	0.3	3.8	0.3	94.2	1.1			
Shippensburg U of Pa	0.1	1.5	8.0	1.4	90.9	1.1			
Shippings Rock U of Pa	0.2	0.3	3.8	0.8	94.8	0.7			
Susquehanna U of Pa	0.1	1.8	5.8	0.8	94.8	0.9			
Susquehanna C	0.2	7.4	1.1	1.1	96.2	1.1			
Temple U of Pa	0.3	5.2	16.8	2.4	77.2	5.4			
Thaddeus Stevens St	0.3	5.2	16.8	2.4	77.2	5.4			
Sch of Tech	0.0	2.6	17.9	3.3	76.2	0.0			
Thomas Jefferson U	0.0	4.4	4.9	0.1	92.0	1.6			
Trinity-Werner Sch	0.0	8.7	5.6	1.2	78.5	0.8			
Trinity School of Pittsburgh	0.0	28.0	2.6	0.7	80.8	1.8			
Trinity Episcopal Sch	0.0	0.0	7.3	0.0	99.4	0.0			
U for Ministry	0.0	0.0	0.0	0.0	99.4	0.0			
U of the Arts	0.4	3.1	7.0	0.0	92.7	0.7			
U of Pennsylvania	0.4	3.1	7.0	0.0	92.7	0.7			
U of Pittsburgh	0.3	7.5	5.2	2.4	72.1	5.4			
Main Campus	0.1	2.3	8.6	0.8	92.8	1.2			
Bradford	0.1	0.7	3.6	0.6	95.3	0.2			
Greensburg	0.1	0.7	3.6	0.6	95.3	0.2			
Johnstown	0.0	0.6	1.4	0.0	87.8	0.1			
Thierville	0.0	0.1	0.8	0.0	98.6	0.0			
U of Scranton	0.0	0.0	0.8	0.0	98.6	0.0			
Valley Forge Military	0.2	0.8	0.2	0.5	95.8	0.7			
Valley Forge Military Jr	0.4	4.3	3.3	0.7	95.8	0.8			
	0.4	4.3	6.4	3.8	79.4	0.8			

90	Headery C	0.0	0.4	16.9	0.0	0.1	0.0	169	Union U	0.0	0.0	8.2	0.0
91	Western Electronics Inst	1.5	0.0	11.3	0.0	8.1	0.1	226	U of South	0.0	0.7	1.0	0.3
92	North Greenville C	0.0	0.0	72.4	0.0	27.2	0.0	189	of Tennessee	0.0	0.0	0.0	0.0
93	Orangeburg-Calhoun Tech C	0.3	0.5	41.8	0.0	58.1	0.8	362	Chattanooga	0.3	1.7	9.4	0.8
94	Phillips JC Charleston	0.0	0.0	11.3	0.0	71.8	0.7	228	Knoxville	0.2	1.2	5.0	0.5
95	Phillips JC Greenville	0.0	0.0	84.0	0.0	15.0	0.0	400	Greenville	0.0	0.0	14.0	0.1
96	Phillips JC Spartanburg	0.0	0.0	82.8	0.0	17.2	0.0	196	Memphis	0.1	3.7	9.0	0.8
97	Piedmont Tech C	0.0	0.0	89.5	0.0	15.4	0.0	248	Westfield U	0.2	2.6	4.7	0.9
98	Providence C	0.2	0.4	27.8	0.2	1.4	0.0	2144	Western Tennessee Bryan C	0.0	0.8	3.2	0.2
99	Sherman C of Straight	0.0	0.3	4.3	0.2	94.8	0.4	113					
100	Chiropractic												
101	South Carolina S C	0.7	2.0	2.0	2.0	87.8	5.4	147					
102	Spartanburg Methodist C	0.0	0.4	94.1	0.0	5.3	0.1	4,822					
103	Spartanburg Tech C	0.0	1.0	21.4	0.0	70.2	1.6	32					
104	Sumter Area Tech C	0.0	0.1	14.0	0.1	81.7	0.1	228					
105	Tech C of the Lowcountry	0.2	1.0	34.7	1.6	62.5	0.0	1,923					
106	Tri-County Tech C	1.5	1.4	34.6	0.9	59.9	1.7	216					
107	Tidwell Tech C	0.0	0.4	29.9	0.3	69.8	0.9	1,438					
108	U of South Carolina	0.5	2.5	17.7	1.2	77.8	0.3	65.63					
109	Columbia	0.1	1.5	12.5	0.8	80.0	4.1	2,619					
110	Alcon	0.1	1.0	14.4	0.8	80.0	4.1	2,680					
111	Camden	0.3	1.2	11.8	2.3	84.2	0.1	888					
112	Central Carolina	0.6	0.6	7.2	0.6	93.9	1.1	430					
113	Lancaster	0.0	0.4	90.0	0.1	50.1	0.1	96					
114	Salkehatchie	0.1	0.1	37.5	0.2	81.6	0.1	831					
115	Sumter	0.0	0.4	12.8	0.8	77.4	0.0	36					
116	Union	0.1	1.1	18.0	1.1	85.7	2.0	1,760					
117	Spartanburg	0.3	0.2	9.8	0.3	98.8	1.2	3,501					
118	Vooshes	0.1	0.9	8.8	0.3	98.8	1.2	3,501					
119	Williamburg Tech C	0.0	0.0	98.9	0.0	0.0	1.1	688					
120	Winthrop C	0.0	0.0	43.1	0.0	86.7	0.0	5,104					
121	Wofford	0.2	0.5	82.0	0.0	82.0	0.0	2,969					
122	York Tech C	0.1	1.4	8.1	0.4	89.4	0.7	1,068					
123		0.4	0.5	16.6	0.4	82.0	0.0	2,969					
SOUTH DAKOTA													
7	Augustana C	0.4%	0.3%	0.7%	0.3%	95.5%	2.8%	2,133					
8	Delaware Wesleyan U	5.4	0.2	0.4	0.5	97.3%	0.1	106					
9	Huron U	5.2	0.0	8.7	1.4	79.2	8.2	424					
10	Kilian CC	1.0	0.4	0.0	0.0	96.6	0.0	249					

2.8	2.010	Texas A&M U Sys	0.4	1.1	0.9	32.3	63.9	0.3	3.801	Hempden-Sydney C	0.0	0.7	2.2
2.8	1.164	Texas Tech U	0.2	0.2	0.1	63.2	60.9	0.8	1.273	Hendrix C	0.0	0.0	0.0
1.7	7.725	Lubbock State U	0.2	0.2	0.1	63.2	60.9	0.8	1.273	Idaho State U	0.0	0.0	0.0
1.3	26.095	Prairie View A&M U	0.2	0.7	0.3	10.0	9.9	0.5	0.250	Ill. Inst. of Tech U	0.2	1.9	8.4
1.3	26.095	Tarleton U	0.2	0.7	0.3	10.0	9.9	0.5	0.250	Jones Medison U	0.2	1.9	8.4
0.4	1.303	Texas A&M U	0.3	0.0	0.3	68.9	32.6	3.1	6.034	Longwood C	0.2	1.1	7.6
0.4	1.785	Texas A&M U	0.2	0.2	0.5	75.0	60.0	0.4	41.177	Lynchburg C	0.2	0.7	6.9
0.2	1.910	Texas A&M U	0.2	1.4	1.4	68.9	32.6	3.1	6.034	Marshall U	0.2	0.7	6.9
1.4	592	Texas Christian U	0.3	5.1	3.9	4.8	83.2	2.7	334	May Washington C	0.2	1.4	4.7
		Texas Christian U	0.3	1.3	3.7	3.7	88.1	2.8	4.158	McMurry U	0.3	7.6	7.7
		Texas C	0.0	0.0	96.4	0.0	0.4	4.2	4.7	Metropolitan Business C	0.2	0.6	6.3
0.4	0.453	Texas C of Osteopathic	0.3	12.0	1.1	7.8	78.0	0.0	372	Midwest S U	0.2	0.8	10.8
		Medicine	0.3	12.0	1.1	7.8	78.0	0.0	372	Midwestern U	0.2	0.8	10.8
0.7	4.087	Texas Lutheran C	0.2	1.0	6.1	40.6	81.9	0.0	1.427	Presbyterian Sch of Christian	0.0	2.5	12.6
0.2	5.204	Texas Tech U	0.2	0.0	17.3	6.9	13.3	14.2	9.427	Radford U	0.3	1.2	3.6
0.9	20.083	Texas State Tech C Sys	0.5	2.8	5.2	8.8	82.2	0.0	687	Radford U	0.3	1.2	3.6
0.4	3.787	Amesbury	0.0	0.1	0.3	87.5	11.7	0.3	2.881	Randolph-Macon C	0.1	1.8	2.9
0.5	5.049	Hartington	0.0	0.2	4.1	20.0	75.7	0.0	806	Randolph-Macon C	0.1	1.8	2.9
0.0	1.493	Sweetwater	0.1	0.7	8.1	9.5	80.6	0.6	3.803	Randolph-Macon C	0.1	1.8	2.9
1.2	1.147	Waco	0.1	0.7	8.1	9.5	80.6	0.6	3.803	Randolph-Macon C	0.1	1.8	2.9
1.2	1.147	Waco	0.1	0.7	8.1	9.5	80.6	0.6	3.803	Randolph-Macon C	0.1	1.8	2.9
0.5	0.258	Main Campus	0.2	1.3	2.8	7.6	84.8	3.2	26.383	Southwestern U	0.4	0.4	3.7
0.2	1.190	Health Sciences Ctr	0.6	6.3	4.0	81.1	50.0	0.0	1.589	Southwestern U	0.4	0.4	3.7
0.6	1.190	Texas Woman's U	0.3	1.7	12.7	6.8	76.3	2.1	9.850	Southwestern U	0.4	0.4	3.7
1.3	2.420	Texas Woman's U	0.3	1.7	12.7	6.8	76.3	2.1	9.850	Southwestern U	0.4	0.4	3.7
0.8	24.251	Trinity U	0.6	4.8	4.8	1.5	84.4	1.1	2.220	U of Alabama	0.2	1.1	4.8
		Trinity Valley C	0.4	0.4	15.1	1.7	81.0	1.4	4.750	U of Alabama	0.2	1.1	4.8
2.1	2.43	Tyler JC	0.9	3.6	32.8	7.1	62.5	1.5	3.098	U of Virginia	0.0	4.7	8.5
		U of Central Texas	0.9	3.6	32.8	7.1	62.5	1.5	3.098	U of Virginia	0.0	4.7	8.5
		U of Dallas	0.6	4.7	3.3	8.1	13.3	0.0	3.098	U of Virginia	0.0	4.7	8.5
1.4	70	U of Dallas	0.6	4.7	3.3	8.1	13.3	0.0	3.098	U of Virginia	0.0	4.7	8.5
1.4	429	U Park	0.5	8.9	8.0	8.3	87.2	6.2	33.115	U of Virginia	0.0	4.7	8.5
10.9	9.99	Clear Lake	0.2	1.1	2	2	2	2	2	U of Virginia	0.0	4.7	8.5
16	12.014	Downtown	0.3	0.3	2.1	11.3	86.7	0.3	1.264	Dabney S Lancaster CC	0.2	0.2	21.9
1.2	2.297	Westcott	0.1	0.1	1.9	14.5	82.2	4.8	8.558	Daniels CC	0.2	0.2	21.9
2.3	6.849	U of Mary Hardin-Baylor	0.3	1.3	3.0	57.5	30.4	7.4	16.824	Eastern Shore CC	0.2	0.4	24.5
0.5	3.480	U of North Texas	0.3	1.3	3.0	57.5	30.4	7.4	16.824	Germania CC	0.2	0.4	24.5
2.0	1.515	U of South Texas	0.3	1.3	3.0	57.5	30.4	7.4	16.824	Germania CC	0.2	0.4	24.5
0.0	2.087	U of Texas Sys	0.5	7.7	7.1	5.8	74.1	4.9	24.782	Germania CC	0.2	0.4	24.5
0.2	947	Arlington	0.2	6.3	3.7	20.3	71.2	7.8	49.811	Germania CC	0.2	0.4	24.5
0.4	1.059	Austin	0.1	0.4	1.0	77.0	22.3	0.3	1.264	Germania CC	0.2	0.4	24.5
0.2	0.059	Brownsville	0.1	0.4	1.0	77.0	22.3	0.3	1.264	Germania CC	0.2	0.4	24.5
		Dallas	0.2	1.3	3.0	57.5	30.4	7.4	16.824	Germania CC	0.2	0.4	24.5
14.1	0.878	El Paso	0.2	2.7	3.3	30.3	62.6	1.0	15.155	Germania CC	0.2	0.4	24.5
1.6	3.084	San Antonio	0.2	2.7	3.3	30.3	62.6	1.0	15.155	Germania CC	0.2	0.4	24.5
5.5	2.333	Taylor	0.2	0.7	6.4	1.3	89.2	3.7	3.728	Germania CC	0.2	0.4	24.5
3.9	3.98	Health Sciences Ctr	0.4	11.4	6.0	9.3	87.1	5.7	3.016	Germania CC	0.2	0.4	24.5
2.5	99	Houston	0.4	11.4	6.0	9.3	87.1	5.7	3.016	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6	3.2	17.2	69.0	2.7	2.458	Germania CC	0.2	0.4	24.5
0.1	8.602	Health Sciences Ctr	0.3	7.6</									

0	94.6	1.1	1.137	
1	100.0	0.0	0.000	
2	93.5	1.1	11.250	
3	95.1	1.3	18.833	
4	96.4	0.3	3.329	
5	97.5	0.3	3.329	
6	98.2	2.8	15.111	
7	91.7	1.0	1.744	
8	78.9	2.1	3.078	
9	84.4	1.0	1.744	
10	14.4	1.2	8.108	
11	80.6	2.8	14.729	
0	70.5	1.4	1.139	
1	91.8	1.1	8.691	
2	93.5	1.1	8.691	
3	90.0	4.1	6.900	
4	97.1	0.3	1.898	
5	98.2	0.5	1.898	
6	93.3	3.3	1.139	
7	88.1	8.4	26.5	
8	98.9	0.9	1.898	
9	98.9	0.9	1.898	
10	93.3	0.5	1.898	
8	87.9	3.1	21.110	
9	98.0	0.3	1.528	
10	80.0	1.6	21.764	
3	95.2	0.0	3.613	
4	87.2	0.0	3.613	
5	93.5	1.4	1.438	
6	77.5	0.0	3.321	
7	73.9	0.0	8.556	
8	93.5	0.0	2.223	
9	73.3	0.2	11.542	
10	77.1	0.3	5.482	
11	95.5	0.0	2.223	
12	93.5	0.0	2.223	
13	95.0	0.3	3.703	
14	16.8	1.7	35.194	
15	93.5	0.0	2.223	
16	93.5	0.0	2.223	
17	98.8	0.2	1.441	
18	87.9	0.3	4.702	
19	93.5	0.0	2.223	
20	64.8	0.1	2.922	
21	98.9	0.1	4.782	
22	93.5	0.0	2.223	
23	93.5	0.0	2.223	
24	96.1	0.4	7.622	
25	96.1	0.1	1.298	
26	93.5	0.0	2.223	
27	93.5	0.0	2.223	
28	86.1	0.4	7.622	
29	93.5	0.0	2.223	
30	93.5	0.0	2.223	
31	93.5	0.0	2.223	
32	93.5	0.0	2.223	
33	93.5	0.0	2.223	
34	93.5	0.0	2.223	
35	93.5	0.0	2.223	
36	93.5	0.0	2.223	
37	93.5	0.0	2.223	
38	93.5	0.0	2.223	
39	93.5	0.0	2.223	
40	93.5	0.0	2.223	
41	93.5	0.0	2.223	
42	93.5	0.0	2.223	
43	93.5	0.0	2.223	
44	93.5	0.0	2.223	
45	93.5	0.0	2.223	
46	93.5	0.0	2.223	
47	93.5	0.0	2.223	
48	93.5	0.0	2.223	
49	93.5	0.0	2.223	
50	93.5	0.0	2.223	
51	93.5	0.0	2.223	
52	93.5	0.0	2.223	
53	93.5	0.0	2.223	
54	93.5	0.0	2.223	
55	93.5	0.0	2.223	
56	93.5	0.0	2.223	
57	93.5	0.0	2.223	
58	93.5	0.0	2.223	
59	93.5	0.0	2.223	
60	93.5	0.0	2.223	
61	93.5	0.0	2.223	
62	93.5	0.0	2.223	
63	93.5	0.0	2.223	
64	93.5	0.0	2.223	
65	93.5	0.0	2.223	
66	93.5	0.0	2.223	
67	93.5	0.0	2.223	
68	93.5	0.0	2.223	
69	93.5	0.0	2.223	
70	93.5	0.0	2.223	
71	93.5	0.0	2.223	
72	93.5	0.0	2.223	
73	93.5	0.0	2.223	
74	93.5	0.0	2.223	
75	93.5	0.0	2.223	
76	93.5	0.0	2.223	
77	93.5	0.0	2.223	
78	93.5	0.0	2.223	
79	93.5	0.0	2.223	
80	93.5	0.0	2.223	
81	93.5	0.0	2.223	
82	93.5	0.0	2.223	
83	93.5	0.0	2.223	
84	93.5	0.0	2.223	
85	93.5	0.0	2.223	
86	93.5	0.0	2.223	
87	93.5	0.0	2.223	
88	93.5	0.0	2.223	
89	93.5	0.0	2.223	
90	93.5	0.0	2.223	
91	93.5	0.0	2.223	
92	93.5	0.0	2.223	
93	93.5	0.0	2.223	
94	93.5	0.0	2.223	
95	93.5	0.0	2.223	
96	93.5	0.0	2.223	
97	93.5	0.0	2.223	
98	93.5	0.0	2.223	
99	93.5	0.0	2.223	
0	62.1%	1.3%	2.444	
1	71.1	45.1	1.070	
2	72.1	8.2	1.785	
3	62.1	1.8	0.050	
4	62.1	0.0	0.000	
5	62.1	0.0	0.000	
6	62.1	0.0	0.000	
7	62.1	0.0	0.000	
8	62.1	0.0	0.000	
9	62.1	0.0	0.000	
10	62.1	0.0	0.000	
11	62.1	0.0	0.000	
12	62.1	0.0	0.000	
13	62.1	0.0	0.000	
14	62.1	0.0	0.000	
15	62.1	0.0	0.000	
16	62.1	0.0	0.000	
17	62.1	0.0	0.000	
18	62.1	0.0	0.000	
19	62.1	0.0	0.000	
20	62.1	0.0	0.000	
21	62.1	0.0	0.000	
22	62.1	0.0	0.000	
23	62.1	0.0	0.000	
24	62.1	0.0	0.000	
25	62.1	0.0	0.000	
26	62.1	0.0	0.000	
27	62.1	0.0	0.000	
28	62.1	0.0	0.000	
29	62.1	0.0	0.000	
30	62.1	0.0	0.000	
31	62.1	0.0	0.000	
32	62.1	0.0	0.000	
33	62.1	0.0	0.000	
34	62.1	0.0	0.000	
35	62.1	0.0	0.000	
36	62.1	0.0	0.000	
37	62.1	0.0	0.000	
38	62.1	0.0	0.000	
39	62.1	0.0	0.000	
40	62.1	0.0	0.000	
41	62.1	0.0	0.000	
42	62.1	0.0	0.000	
43	62.1	0.0	0.000	
44	62.1	0.0	0.000	
45	62.1	0.0	0.000	
46	62.1	0.0	0.000	
47	62.1	0.0	0.000	
48	62.1	0.0	0.000	
49	62.1	0.0	0.000	
50	62.1	0.0	0.000	
51	62.1	0.0	0.000	
52	62.1	0.0	0.000	
53	62.1	0.0	0.000	
54	62.1	0.0	0.000	
55	62.1	0.0	0.000	
56	62.1	0.0	0.000	
57	62.1	0.0	0.000	
58	62.1	0.0	0.000	
59	62.1	0.0	0.000	
60	62.1	0.0	0.000	
61	62.1	0.0	0.000	
62	62.1	0.0	0.000	
63	62.1	0.0	0.000	
64	62.1	0.0	0.000	
65	62.1	0.0	0.000	
66	62.1	0.0	0.000	
67	62.1	0.0	0.000	
68	62.1	0.0	0.000	
69	62.1	0.0	0.000	
70	62.1	0.0	0.000	
71	62.1	0.0	0.000	
72	62.1	0.0	0.000	
73	62.1	0.0	0.000	
74	62.1	0.0	0.000	
75	62.1	0.0	0.000	
76	62.1	0.0	0.000	
77	62.1	0.0	0.000	
78	62.1	0.0	0.000	
79	62.1	0.0	0.000	
80	62.1	0.0	0.000	
81	62.1	0.0	0.000	
82	62.1	0.0	0.000	
83	62.1	0.0	0.000	
84	62.1	0.0	0.000	
85	62.1	0.0	0.000	
86	62.1	0.0	0.000	
87	62.1	0.0	0.000	
88	62.1	0.0	0.000	
89	62.1	0.0	0.000	
90	62.1	0.0	0.000	
91	62.1	0.0	0.000	
92	62.1	0.0	0.000	
93	62.1	0.0	0.000	
94	62.1	0.0	0.000	
95	62.1	0.0	0.000	
96	62.1	0.0	0.000	
97	62.1	0.0	0.000	
98	62.1	0.0	0.000	
99	62.1	0.0	0.000	

1990 Enrollment by Race at 3,000 Institutions of Higher Education—Continued

WASHINGTON—Cont.

Everett CC							
Evergreen St C	2	3.3%	36%	0.8%	18%	80.3%	0.3%
Grays Harbor C	2	1.0	3.7	2.5	21	80.5	0.0
Green River CC	3	3.5	0.8	1.9	88.0	4.9	3,339
Griffith C	3	3.1	26	1.2	1.1	94.0	0.1
Highline CC	10	1.0	8.9	16.8	2.1	65.5	5.7
Lower Columbia C	12	6.9	3.2	1.7	89.8	0.0	966
Luthan Bible Inst Seattle	1.2	1.2	0.4	1.4	95.6	0.1	3,407
Northwest C of the	0.0	2.7	0.7	0.0	87.8	8.8	148
Northwest Inst of	1	1.3	3.4	0.7	1.6	90.5	2.5
Accountancy and							
Olympic Medicine	3	3.1	0.0	0.0	2.0	94.9	0.0
Pacific Lutheran U	1.7	5.8	2.5	2.1	87.8	0.1	6,003
Penninsula C	0.9	3.8	1.4	1.3	89.9	2.7	3,649
Pierce C	1.4	5.3	10.0	4.2	90.1	0.7	2,716
Puget Sound Christian C	0.0	1.4	2.9	0.0	95.7	0.0	8,502
Saint Martin's C	0.4	5.5	4.8	2.3	85.8	1.2	1,072
Seattle CC Dist							
North Seattle CC	1.2	11.4	3.1	1.9	82.2	0.2	6,720
Seattle Central CC	1.5	15.3	13.3	2.8	66.9	0.2	6,159
Seattle CC South	0.5	4.2	0.9	1.1	73.1	0.4	5,118
Seattle Pacific U	0.7	8.9	2.4	1.3	77.9	8.8	4,613
Seattle U	1.1	2.5	1.4	1.7	86.5	0.4	6,423
Shelton CC	1.5	2.5	1.0	3.4	91.4	0.2	5,144
Skagit Valley C	1.6	5.4	1.2	2.0	89.7	0.1	3,980
U of Puget Sound	0.5	6.2	1.5	7.8	26.6	0.0	4,612
U of Washington	1.1	14.0	3.2	2.3	90.4	0.7	4,250
Walla Walla CC	0.3	4.2	1.5	3.6	84.9	5.8	1,759
Walla Walla CC	2.1	1.1	6.5	5.5	84.1	0.8	4,115
Washington St C Dist 17							
Spokane Falls CC	2.5	1.9	1.0	1.4	93.1	0.2	6,318
Spokane Falls CC	2.6	2.3	1.7	1.5	91.0	0.1	10,404
Washington St U	0.8	4.0	1.5	1.5	88.2	8.0	18,412
Wenatchee Valley C	3.8	1.3	0.6	2.0	90.1	0.2	2,492
Western Washington U	1.4	3.9	1.3	1.6	90.3	1.5	9,730
Whitman CC	0.6	5.5	1.2	1.1	89.2	0.8	2,700
Whitworth C	0.5	5.5	1.2	1.1	89.2	0.8	2,700
Yakima Valley CC	4.0	1.1	1.0	1.2	93.5	2.5	1,759

WEST VIRGINIA

Alderson Broadus C	0.1%	1.7%	4.2%	1.1%	90.3%	2.6%	744
Appalachian Bible C	0.5	3.8	1.4	0.5	82.0	1.9	212
Bethany C	0.2	0.4	5.5	0.2	83.8	0.1	1,642
Bethany C	0.1	0.7	2.4	0.9	91.2	4.7	859

WEST VIRGINIA—Cont.

Davis & Elkins C	1.3%	1.0%	3.3%	1.1%	90.8%	1.8%	822
Huntington JC of Business	0.0	1.9	11.2	0.0	87.0	0.0	453
National Education C	0.0	0.0	6.1	0.0	93.9	0.0	377
Ohio Valley C	0.0	0.5	2.9	0.0	94.6	2.0	705
Salem-Tenley U	0.0	0.2	8.4	3.1	49.7	38.6	523
St C Sys of West Virginia	0.2	0.3	7.0	0.2	91.0	0.5	2,702
Bluefield St C	0.1	0.4	3.7	0.2	94.9	0.7	2,651
Concord C	0.0	1.2	2.1	0.2	96.0	0.8	6,305
Farmington St C	0.0	0.2	2.3	0.4	96.2	0.2	2,238
Glennville St C	0.4	0.4	2.2	0.6	96.5	0.0	3,564
Shepherd C	0.0	0.2	1.5	0.3	97.3	0.8	2,385
West Virginia Inst of Tech	0.1	0.5	6.5	0.4	90.5	3.0	2,808
West Virginia St C	0.2	0.4	12.2	0.3	86.8	0.4	1,834
Southern West Virginia CC	0.1	0.3	1.8	0.1	97.6	0.0	2,911
West Virginia Northern CC	0.1	0.6	2.8	0.3	95.8	0.2	2,884
U of Charleston	0.2	0.3	2.9	0.5	93.8	2.3	1,420
U of West Virginia Sys							
Marshall U	0.1	0.6	3.3	0.3	94.9	0.8	12,407
C of Graduate Studies	0.3	0.8	3.9	0.4	94.2	0.3	2,153
West Virginia U	0.1	1.6	2.8	0.8	90.4	4.4	20,854
Poloma St C	0.7	0.1	9.1	0.6	89.2	0.3	3,346
WV U Parkersburg	0.2	0.6	0.6	0.2	98.0	0.0	3,603
West Virginia Sch of							
Osteopathic Medicine	0.4	3.3	1.7	2.1	92.5	0.0	240
West Virginia Wesleyan CC	0.1	1.2	4.7	0.4	90.5	3.1	1,629
Wheeling Jesuit C	0.0	0.7	1.1	0.4	94.7	3.0	1,396

WISCONSIN

Alverno C	0.6%	0.9%	13.3%	3.9%	80.9%	0.5%	2,414
Beloit C	0.0	3.7	2.8	0.9	80.7	5.9	1,169
Blackhawk Tech C	0.3	0.2	1.7	0.3	97.6	0.0	2,151
Cardinal Sturtz C	0.1	1.0	5.2	0.8	92.6	0.0	3,649
Carroll C	0.1	1.3	2.8	1.8	93.4	0.1	1,651
Chippewa Valley Tech C	0.2	1.0	6.5	1.9	90.4	0.9	2,196
Concordia U	0.4	0.9	0.1	0.1	98.5	0.0	3,392
Concordia U	0.1	2.3	1.8	0.0	90.4	3.8	1,758
Edgewood C	0.5	0.7	0.5	0.5	97.4	0.4	3,908
For Valley Tech C	0.4	0.8	11.3	8.4	79.1	0.0	9,306
Gateway Tech C	0.3	1.0	4.5	1.3	92.4	0.5	1,994
Lakeland C	0.1	1.8	0.4	0.5	97.4	0.0	2,749
Lakeshore Tech C	0.2	1.7	2.6	1.1	87.7	6.7	1,237
Lawrence U	0.5	1.2	2.4	1.3	94.6	0.1	12,410
Madison Area Tech C	0.4	0.4	1.1	0.0	94.5	1.1	272
Madison Business C	0.0	0.7	2.0	1.8	94.1	0.1	457
Marquette Bible C	0.0	1.9	2.6	1.0	94.1	0.1	1,669
Marquette U	0.4	3.7	3.1	3.2	86.7	4.0	11,729
Medical C of Wisconsin	0.2	12.2	1.6	2.6	78.7	3.7	1,025
Mid-State Tech C	0.7	0.8	0.1	0.3	98.4	0.0	2,408

WISCONSIN—Cont.

Milwaukee Area Tech C	0.9%	2.0%	18.0%	3.1%	75.9%	0.1%	21,672
Milwaukee Inst of Art and Design	0.6	1.7	3.5	3.9	89.4	0.9	452
Milwaukee Sch of Engineering	0.2	2.1	2.5	1.4	92.6	1.2	3,165
Modesto Park Tech C	0.5	0.0	0.3	0.5	97.8	0.0	3,165
Mount Mary C	0.2	1.0	3.7	1.8	92.2	1.1	1,493
Mount Senario C	9.5	4.0	3.4	1.1	80.1	1.9	1,051
Nicolet Ave Tech C	7.4	0.7	0.1	0.6	91.3	0.0	1,051
Northcentral Tech C	1.5	5.1	0.0	0.1	92.2	1.2	1,342
Northwest Wisconsin Tech C	2.0	1.1	0.1	0.4	98.4	0.0	6,490
Northland C	6.0	1.3	0.8	1.9	88.2	1.9	798
Northwestern C	0.0	0.0	0.0	0.0	99.0	0.0	6,490
Ripon C	0.5	1.4	0.6	1.4	92.3	3.6	859
Sacred Heart Sch of Theology	0.0	0.6	0.2	0.1	97.2	0.6	375
Saint Norbert C	1.2	0.6	0.2	0.1	97.2	0.6	375
Silver Lake C	0.5	0.7	0.1	1.0	97.5	0.2	830
Southwest Wisconsin Tech C	0.7	1.3	5.6	1.9	90.4	0.2	1,790
Stout C	0.2	0.3	1.0	0.2	95.7	2.6	586
U of Wisconsin							
Madison	0.5	3.0	1.8	1.6	85.4	7.7	42,209
Eau Claire	0.4	0.8	0.5	0.4	96.3	1.5	10,841
Green Bay	2.5	0.8	0.9	0.8	83.9	1.3	5,110
La Crosse	0.4	0.8	0.9	0.5	96.5	0.9	8,118
Milwaukee	0.7	2.0	0.2	0.5	96.2	2.8	26,020
Oshkosh	0.6	1.2	1.2	0.8	95.7	0.7	12,160
Platteville	0.3	1.1	3.8	2.6	91.4	0.7	3,390
River Falls	0.4	1.0	0.8	0.4	96.2	1.0	546
Stevens Point	1.0	0.6	0.5	0.5	94.9	1.3	5,126
Superior	0.5	1.9	0.8	0.5	94.7	1.7	7,629
Whitewater	0.2	0.9	3.0	0.4	95.1	1.2	2,625
Wausau	0.4	1.2	1.2	0.3	93.3	1.4	10,823
Wausau C	0.4	0.8	1.1	0.8	96.0	0.8	11,554
Wausau County Tech C	0.3	0.4	0.7	0.4	96.2	1.0	1,218
Western Wisconsin Tech C	0.2	1.0	0.2	0.1	98.4	0.0	4,915
Wisconsin Indianhead Tech C	2.0	0.4	0.2	0.6	96.8	0.0	4,414
Wisconsin Lutheran C	0.0	0.0	3.2	0.4	95.8	0.7	281
Wisconsin Sch of Electronics	1.0	0.0	1.7	1.0	94.6	1.7	298

WYOMING

Capitol C	0.5%	0.2%	0.6%	0.9%	97.3%	0.5%	4,852
Central Wyoming C	12.8	0.8	0.9	2.7	81.3	1.5	1,957
Eastern Wyoming C	0.7	0.3	0.5	4.8	83.7	0.2	1,383
Laramie County CC	0.9	0.8	0.1	0.6	91.8	0.0	4,260
Northern Wyoming CC	1.2	0.3	0.3	1.0	95.8	0.4	2,418
Phillips C Tech Inst	0.8	0.2	0.2	2.0	95.7	1.0	2,001
U of Wyoming	1.7	0.6	1.3	3.0	92.9	0.6	709
Western Wyoming CC	0.4	0.9	0.9	4.6	92.8	0.4	2,492

Colleges Report Increases in Applications, Despite Fewer High-School Graduates

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year, after reports of faculty layoffs and tight class schedules. Officials at the University of Massachusetts at Amherst say their applications dropped for the third year in a row. Applications to the university dropped 9 per cent to 12,000 for the fall. Amherst has been hard hit by budget cuts in recent years.

On the other hand, high-school counselors report that their stu-

dents are sending more applications to some public institutions because the students believe they can get a good education for less money than at private colleges.

Applications to Ohio University have increased almost 11 per cent over last year. Kip Howard, director of admissions at the university, says increased standards and relatively low tuition have made the university more attractive to stu-

dents. Applications to Rutgers University also increased by 3 per cent this year. And the University of Tennessee at Knoxville received 12 per cent more applications this year than last.

More Early Decisions

In an effort to have some control over their freshman classes, colleges and universities have accepted more students who applied for so-called early decisions. Under

the early-decision process, students apply to their first-choice college by December and agree that, if they are accepted, they will not pursue admission to other institutions.

"More kids are applying early because they feel they will get in," says James Williams, dean of admissions at Antioch College. Mr. Williams says that accepting more students earlier insures that colleges will not be scrambling this summer.

Ms. Bates and other admissions officials say some colleges will rely more on financial-aid waiting lists this year.

The financial-aid list will be similar to an admissions waiting list, except that students will be admitted but told that the institution does not have enough financial aid to help them pay their bills. If a student who already has been accepted decides not to attend the institution, the college will offer any money it had committed to that student to those on the waiting list.

'Paying for Kids They Want'

"Colleges are paying for the kids they want, and letting the others hang," says Mr. Williams. "Colleges are saying to kids, 'We don't have the money now, but we may have the money down the road, so hang in there.'"

He adds: "We're sending a very disturbing message to kids."

Students and parents fear that with the crunch in financial-aid budgets, colleges will admit students based on their ability to pay. "Parents have told me they are fearful that applying for financial aid will make the admissions offices turn their kids down," says

Anne Ferguson, director of college counseling at the Hathaway Brown School in Shaker Heights, Ohio.

Many institutions say they cannot provide figures on the number of applications they received from minority students. However, a few reported increases in the number of black and Hispanic applicants.

The University of Chicago received 543 applications from black high-school seniors, 17 per cent more than last year. It also received 351 applications from Hispanic students, a 24-per-cent increase. The Johns Hopkins University reported that it had received 440 applications from black students, a 43-per-cent increase from the previous year. It also received 35 per cent more applications from Hispanic students—a total of 366.

Reports From the Campuses

Other reports on applications:

- Drew University, up 11 per cent.
- Howard University, up 12 per cent.
- The Johns Hopkins University, up 20 per cent.
- North Carolina A&T University, up 21 per cent.
- Pepperdine University, up 11 per cent.
- The University of Arizona, down 1 per cent.
- The University of Chicago, up 10 per cent.
- The University of Maryland at College Park, up 3 per cent.
- The University of Pennsylvania, up 27 per cent.
- The University of Virginia, down 5 per cent, primarily because fewer out-of-state students applied.

Athletics



Donna A. Lopiano, of the University of Texas: "This study is the first sign that the NCAA is willing to accept a national leadership position."



Richard D. Schultz, the NCAA's executive director: "This is more than a financial issue. It's a moral issue as well."

Men Get 70% of Money Available for Athletic Scholarships at Colleges That Play Big-Time Sports, New Study Finds

Continued From Page A1

puted: We are so far from being equitable, it's pathetic," said Christine H. B. Grunt, director of women's athletics at the University of Iowa. "It's hard not to see that this nation, at the university level, is not committed to providing equitable opportunities for its young women."

Some 'Dragged Their Feet'

NCAA officials warned against drawing sweeping conclusions about its members' Title IX compliance from the study, which they said was not designed to offer qualitative analysis. They also sought to portray

Mobutu Stifles Student Dissent With Killings and Terror, U.N. Report Says

By STEVE ASKIN
and CAROL E. COLLINS
NEW YORK

What does a dictator do to suppress student unrest? One dramatic answer is provided by a new United Nations study of government violence against students in the Central African nation of Zaire, whose 40 million people have been ruled since 1965 by President Mobutu Sese Seko.

The report was made public as President Mobutu intensified his action against a pro-democracy movement, which has attracted support far beyond the campuses.

The study offers a chilling portrait of President Mobutu's use of force to kill dissenting students, suppress campus political activity, and effectively destroy a 12,000-student university. Although focused on a May 1990 military attack on students on the University of Lubumbashi in southeastern Zaire, the study also provides insight into tactics that the Mobutu government is now using against dissenting intellectuals, human-rights activists, religious leaders, and other government opponents.

Patterns of Repression

Human-rights advocates say the report has implications far beyond Zaire, because it highlights patterns of political repression that pervade campuses in many parts of Africa. They note that Zaire is one of many African nations where student protests have helped to set the stage for broader pro-democracy upheavals in recent years.

The United Nations Commission on Human Rights appointed Amos



CHRONICLE MAP BY HOLLY JOHNSON

Wako, a special investigator, to prepare a report on the situation in Zaire. His 101-page study analyzes a May 1990 raid in which security and military forces killed at least 10 students at the University of Lubumbashi and wounded dozens more. The incident effectively destroyed the university, which has never reopened. Soldiers and police "sacked and gutted" the campus a few days after the attack, Mr. Wako reports, destroying dormitories, classrooms, and research facilities—at least in part to eliminate all traces of the killings.

The incident, widely referred to as the "Lubumbashi Massacre," was a turning point in Zaire's academic and political life. Protests against the killings fueled a nationwide democracy movement that continues to this day.

The country's other two universities, located in Kinshasa and Kisangani, have functioned only sporadically since the Lubumbashi killings, because of student protests and strikes by poorly paid faculty members.

Zairian officials insisted at the time that only one student had been

killed. They attributed the violence to excesses by local authorities who were trying to put a stop to fighting among Lubumbashi students motivated by ethnic strife.

Mr. Wako rejects that explanation. He portrays the Lubumbashi violence as the outgrowth of a nationwide pattern in which President Mobutu's "all pervasive" security apparatus monitors and suppresses political activity throughout the higher-education system and most facets of Zairian society. He dismisses government attempts to blame the Lubumbashi violence on local officials. He also charges that the government violated international human-rights standards by using lethal force against the Lubumbashi students, and disregarded those standards by obstructing investigations of the killings.

Unusually Frank Report

A Kenyan lawyer, Mr. Wako was named Attorney General of his country late last year, just as he was completing his investigation of the student killings. His report on Zaire was unusually frank, say observers who are familiar with the U.N. commission's work. One such observer expressed surprise that it had been made public.

Officials at Zaire's mission to the United Nations in New York did not respond to a request by *The Chronicle* for comment on the report. In Geneva, where the U.N. commission is based, Zaire's observer to the group, Kikanke Mutale, defended his government's action on the massacre, according to an Inter Press Service report.

Mr. Kikanke reiterated government claims that blame rested on local authorities. He denied charges of obstruction of justice.

Killings in the 1960's

Violence and political repression have a long history at Lubumbashi and other Zairian campuses. Independent student organizations have been banned since the late 1960's, when troops suppressed dozens of students and forcibly conducted hundreds of strikes in the early 1970's. Mr. Mobutu's early Revolution, the Movement of Popular Front, was "pervasive" on the campuses, says George Nzongola-Ntalaja, a Howard University professor of African studies who is a native of Zaire and taught at Lubumbashi from 1971 to 1973. "People were repeatedly interrogated about what they said in the classes," he recalled last week.

In the late 1980's, a *Chronicle* reporter who visited Lubumbashi found many faculty members who had been arrested and tortured for their political beliefs and would be student activists who had been effectively silenced by assault or intimidation. By 1990, according to Mr. Wako's report, the Mobutu government maintained a "dense security system which suppressed all expressions of dissent and action" on the campus. Some faculty members willingly served as government spies, says the report, while others were coerced into doing so.

In April 1990, President Mobutu delivered a speech pledging democratization, which touched off a wave of excitement on Zairian campuses. Lubumbashi students

immediately ousted the pro-Mobutu student government. The student government reversed itself on May 1, provoking nationwide student strikes. At Lubumbashi, activists secretly beat several of the government's suspected campus operatives.

Mr. Wako reports that provincial security commanders treated these student actions as "a direct challenge to the security-force apparatus which underpinned the existence of the President of the Republic's office, they mounted the deliberately brutal May 11 retaliatory raid, in which security officers may have been accompanied by civilians loyal to Mr. Mobutu. After cutting off electricity to the campus, a 'mob of men'... all brandishing machetes, knives, bayonets and iron bars" attacked the campus. They carried lists of activists' room numbers, but lashed out with indiscriminate violence. When targeted students could not be found, the attackers killed, beat, or set afire occupants of neighboring rooms. They deliberately "produced general mayhem," Mr. Wako says, leaving "a very evident trail of debris—pillaged and burned buildings, wounded and bleeding students, and dead bodies."

Concern Over Civilians

That contribution, which would come from a \$400-million fund approved by Congress last year to assist in dismantling the Soviet nuclear arsenal, was intended to prevent nuclear-weapons researchers from selling their expertise to other countries. Many U.S. scientists have expressed concern that the Administration not ignore civilian scientists in the former Soviet Union who had engaged in fruitful collaborations with American scientists, but are now unable to maintain their research efforts because of the lack of hard currency to buy chemicals and equipment.

'Surgical' Operations

A second raid was conducted just hours later, Mr. Wako says. Military and intelligence agents assaulted the campus, killed more students, and removed the corpses by plane. According to Mr. Wako, this followed a pattern of a Zairian state-security apparatus whose anti-dissent operations are "surgical in both purpose and execution." Such raids typically "kill a small number of selected victims with the primary aim of terrorizing those left behind."

The United Nations Commission on Human Rights officially received the report in Geneva on February 17, one day after President Mobutu's troops killed 17 to 40 people—the number remains in dispute—at a pro-democracy demonstration.

The commission took no formal action on the report. Just the same, by "effectively describing the security apparatus and the way it carries out repression and death," the report set a standard to be emulated in investigations of other instances of campus repression in Zaire and elsewhere in Africa, says Peter Rosenblum, a co-author of a 1990 study by the Lawyers Committee for Human Rights on "repression as policy" in Zaire.

Though Zaire is an extreme case, campus human-rights violations are "very common" in much of Africa, says Rakiya Omaar, the executive director of Africa Watch and editor of an April 1991 report on "Academic Freedom and Human Rights Abuses" in 13 African nations.

Ms. Omaar cites the case of Nigeria, where security policy agents pretending to be students were deployed on campuses in large numbers following a 1986 wave of protests against economic austerity. In the Ivory Coast, she adds, recent protests against the presence of police spies on the campuses have provoked brutal government reprisals.

U.S. Urged to Aid Researchers in Former Soviet Union

Continued From Page A47

creditation and related policies; and there are one-time opportunities to influence these decisions. The U.S. can play a leadership role among Western countries in revitalizing former Soviet Union science and technology if we act quickly."

Concerns about the plight of nuclear-weapons scientists in the former Soviet Union prompted the Administration last month to provide \$25-million to establish an international science and technology center in Moscow to employ those researchers.

Concern Over Civilians

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To deal with those concerns, the American scientists recommended that an additional \$25-million or more be made available by the United States this year for cooperative research with civilian scientists.

tists in the former Soviet Union. The group also suggested that \$5-million to \$10-million of that amount be provided over the next six months to supplement existing federal grants to American researchers that would "expand or initiate collaborative activities with former Soviet scientists" in projects of direct interest to the United States.

It also recommended the establishment of a special fund of \$50-million to \$100-million "to help replenish and refurbish equipment, journals, and books used in former Soviet Union laboratories of special importance."

The group said U.S. officials should also "promptly modify the apparent restrictive policy" of the federal government limiting the acquisition by U.S. companies of advanced technologies and technical expertise from the former Soviet Union.

Not a 'Welfare System'

The scientists emphasized in their report that they were not calling on the United States to provide "a welfare system to scientists" in the former Soviet Union, but were advocating the expansion of "mutually advantageous binational collaboration with well-known scientists and high-quality research groups based on evaluations by American scientists."

Programs supported by the United States should be based on mutual benefit and should not simply

ply responses to the economic plight of former Soviet Union specialists and institutions," the report said.

The report came one week after the U.S. Department of Energy announced that it would provide \$90,000 to the Kurchatov Institute

"The U.S. can play a leadership role among Western countries in revitalizing former Soviet science and technology if we act quickly."

of Atomic Energy in Moscow to pay for the services of 116 Russian fusion scientists.

The Russian scientists, who will work under a subcontract from General Atomics, a company in San Diego, will conduct research on a fusion machine known as the tokamak, a Russian acronym for a toroidal, or doughnut-shaped, reactor.

Philip D. Keif, a spokesman for the Energy Department, said the funds would come from an existing research contract that his agency had awarded to General Atomics. He said General Atomics had had a long collaboration with researchers at the Kurchatov Institute, but that declining Russian support for the institute's research programs had

threatened to cut it off. Mr. Keif said the Russian scientists had sought help from General Atomics, which last month gained approval from the Energy Department and State Department to award the subcontract.

Although scientists in the United States are conducting research on similar fusion-research reactors, Mr. Keif said the funds would purchase millions of dollars' worth of research in an area in which the Russians are considered world leaders.

'Our Best and Brightest'

"It's a heck of a lot of talent for not much money," he said.

Some lawmakers expressed concern over the use of taxpayer dollars to support Russian scientists when so many American researchers remain unemployed.

Last week Rep. Bill Richardson, a New Mexico Democrat, criticized both the award to the Kurchatov Institute and the \$25-million awarded to Russian nuclear scientists.

"The export of American jobs has reached an all-time low," he said. "We are now displacing our best and brightest American scientists. What do the hundreds of American scientists at Los Alamos, Sandia, Oak Ridge, and our other national laboratories facing possible layoffs think of this practice? They have been toiling against the Soviet bear for years. Because of these scientists we won the cold war. What is their reward? They may be fired and replaced by Russian scientists."

Students in Belgrade Take to the Streets to Oust the Head of the Serbian Government

By DUSKO DODER
BELGRADE

University students started a Tiananmen Square-style protest here last week against one of the last Communist regimes in Eastern Europe. They were demanding the resignation of Serbian President Slobodan Milosevic, the end to government control of the news media, and legislation to guarantee the university's autonomy.

Demands endorsed at a mass rally also called on the authorities to publish the names of students who died in the unpopular war against Croatia. The students call those deaths "a delayed Tiananmen," and said they held Mr. Milosevic personally responsible.

The students also want the removal of Belgrade University student union leaders, whom they call government stooges.

200 Camp Out

The activists appear to be modeling their protests on those pursued by Chinese students in 1989. For several successive nights, a hard core of about 200 student protesters camped out in icy temperatures in central Belgrade's Terazije Square. Thousands of other students joined the protests during the day.

The center of Belgrade re-



Students run through Belgrade's streets to demonstrate against the government of Serbian President Slobodan Milosevic and voice their opposition to the war with Croatia.

mained blocked to traffic as the students broadcast their demands over loudspeakers. They said they would remain in the square until the demands were met.

Diplomats said that if the protest continued for a week or more, student radicals might harness growing discontent against

the government in Yugoslavia's largest republic. One day before the protest began, tens of thousands of people attended an opposition rally at which speakers blamed the government for economic disaster and the war.

Inflation is now rampant in Serbia, food is extremely expensive,

and many people can now afford little more than bread and milk. Mr. Milosevic was clearly worried that the students might get rank-and-file workers to join them. That worry was evident in the armed police around his residence and the bulldozers stationed nearby. The government-

controlled press and television, meanwhile, imposed a virtual news blackout.

In an open letter, the students said that since the bloody suppression of similar demonstrations a year ago, they had witnessed "horror, misery, hunger, death." They proclaimed the Terazije Square a "spiritual autonomous region" and appealed in the name of their dead colleagues and those who fled the country to escape the draft that the effort would lead to "a different Serbia, economically more prosperous, politically democratic and spiritually more tolerant."

Position Is Eroding

With his political position seriously eroding, Mr. Milosevic could not afford to send police or the army against the protesters to crush the demonstration as he did last year, causing the deaths of two people. Yet if he did not crush the demonstration, it might snowball into an unstoppable movement against him. His only hope was that it would fizzle out.

Organizers are worried that student lethargy could kill the movement. Opposition political parties are supporting the students, but diplomats here said the students' goals would be met only if workers joined the protest.

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Fulbright Official in Hungary Pledges 'Free and Open' Competition for Awards

Continued From Page A47

these fellowships are awarded on the basis of a free and open competition," he says. "Free and open." Mr. Brückner has experience with open competition. Asked how he ended up in his present job, he replies: "There was an advertisement in the paper." He adds that a United Nations-sponsored fellowship that brought him to the United States 18 years ago made a great difference in his career. "It has been a fantastic influence through my whole life," he says. "So when I saw this advertisement, I said: 'This is the time when somehow I can pay back for my own very good experience in the States, and help others.'"

Mr. Brückner was in the United States this month for meetings at the U.S. Information Agency, which administers the Fulbright program, and with scholarly groups and grant-making organizations with an interest in Hungary. The exchange program with Hungary, which began in 1977, has grown sharply. In 1985 only six scholars were going in each direction. This year 41 Americans and 28 Hungarians are in the program for senior scholars, plus six graduate students and eight high-school teachers from each country. It is the largest Fulbright program in Central Europe after Germany. In Eastern Europe more Americans are involved in the exchanges than foreign nationals because Congress has provided additional funds for programs to help build democratic institutions in the region.

\$1.3-Million From the U.S.

Financial backing for the program is split between the two governments. The U.S. contribution will be \$1.3-million next year.

All of the Fulbright programs in Europe are administered by exchange commissions like Mr. Brückner's. His agency, based in Budapest, has six American and six Hungarian commissioners, as well as a staff of six. The operation, which officially opened its doors on January 28, is the first new Fulbright commission formed in Europe in decades.

"Our foreign service at USIA can only get so large, and the Hungarian program, we hoped, would be

growing at such a pace that after a while our cultural-affairs officer would not be able to handle it," says William A. James, an academic-exchange specialist at the USIA. "A commission was a way to responsibly enlarge the program and give it the oversight it needs."

"The key difference for Hungarians right now is that Huba is in charge of an organization that has the trust of the academic community," adds Mr. James. "In the past there was a lot of cronyism and nepotism. This is a real reform of the academic-exchange system."

Computer-Education Leader

Mr. Brückner plans to make the program widely known in Hungary. Among his ideas is to offer seminars to help those interested in applying learn how best to present themselves on paper. "It will help their professional development," he says. "And it will show them in another way that this is really an open competition."

Mr. Brückner has been a leader in computer education and computer-assisted teaching and learning in Hungary and has published 10 books in those fields. He says young people in his country have great enthusiasm for higher education, and because only one in every



William A. James of the USIA: "A commission was a way to responsibly enlarge the program and give it the oversight it needs."

10 high-school graduates wins a place at a university, the competition is very keen.

Concern is growing, however, about the regard that academics have for higher education. The low salaries paid to professors, he says, are becoming "a national problem." He hopes the Fulbright program and other new opportunities will help raise morale among the professoriate.

As for the American Fulbright fellows in Hungary, Mr. Brückner plans to hold monthly meetings at which they can compare their experiences. He says the American fellows are being pressed into advisory roles in both informal and official ways as Hungarians go about trying to reshape and improve their education system.

"In Hungary," he says, "we are having to change many things—government, politics, society, the economy. But our higher education is also among the most important things we have to reform. Previously we were forced to use the Russian model, and before that we used the German model. Now we would like to turn to a British or American way of higher education."

"Many American Fulbright people are helping in this," he continues. "They are very involved in things like curriculum development. This is the kind of mutual cooperation that we are seeking through this program. Both sides are equally important."

Financial Woes, Exodus of Professors Hobble Reform at Hungary's Colleges

By COLIN WOODARD

Hungarian universities are encountering enormous financial difficulties that are frustrating attempts to reform and westernize higher education here.

"It's easy to change the structure, but it's hard to change the quality of education," says Gyorgi Mundruczo, chairman of the statistics department at Budapest University of Economic Sciences. "The basic problem is that salaries are so low that the talented people go away from the university."

Academics are among the casualties of Hungary's transformation to a market economy. Professors here have long been underpaid—the Communist system favored bus drivers and industrial workers over doctors and intellectuals. Now, after several years in which real wages for professors have declined, many are finding it difficult to make ends meet.

In Mr. Mundruczo's department, an assistant professor makes about 12,000 forint a month—around \$165. Insurance companies have offered some of these professors salaries of 80,000 forint, or about \$1,100 a month. "We can't keep our best colleagues," Mr. Mundruczo laments. A quarter of his staff have left the university so far this year—all of them lured away by Hungary's rapidly expanding private sector.

Many of the professors who remain at the university hold second and even third jobs to provide for their families.

"Teaching and research are not priorities," Mr. Mundruczo says. "There isn't time." With the earning power of faculty salaries expected to fall 20 percent next year because of inflation, the problem is expected only to get worse.

No Outside Income

Hungarian universities receive their operating funds from the state on a yearly basis. With no endowment income, tuition, fees, or alumni contributions to help out, the universities usually use up their operating money from the Ministry of Culture before the fiscal year ends. While the institutions once were able to apply to the state for more money if they went over budget, that is no longer the case.

The economics university receives a favorable budget because of Hungary's desperate need for newly trained economists. Still, it is unclear how the institution is going to make up this year's projected 10-per-cent budget deficit.

The situation is no better at other universities. Jozsef Galantai, a historian at Eötvös Loránd University, has watched his department's prestigious library deteriorate. "Here is a great library, but we don't have the money to buy the books to keep it current," he says.

Fund raising has fallen on the shoulders of the faculty members themselves. Attila Agh, a professor of political science at the economics university, says he and his colleagues meet regularly to develop and coordinate strategies for finding money for special projects, like

the institution's annual political yearbook or Hungarian editions of American political-science texts. It's a difficult task, the professors say. Sources of funds are limited—a handful of Hungarian-American foundations, Western cultural missions, and the country's nascent corporate sector.

"Influences and contacts are very important because every corporate leader is surrounded by

"Most of the changes at this university were planned by the old rectors. They weren't in response to the change of government."

people asking for funding," says Mr. Agh. "When you go to a bank, you have to already know him. You have to be able to say, 'I know you. I'm your friend, so give it to me.' It's very unlikely that you will get funding if your name is not known."

'A Childish Idea'

That sort of small-scale fund raising cannot solve the large problem of faculty salaries.

Some professors say the only way to increase the pay for professors is to clean house and remove faculty members who were "compromised" by their association with the previous, Communist regime. That would make way for better teachers to receive the best positions, and for hiring a new generation of assistant and adjunct professors.

But such an approach has lots of critics here. "They wanted to dismiss everybody," says Mr. Agh. "I think it's a childish idea."

Peter Gulasi, a professor at the economics university, says that in Hungary, "it's hard to separate the compromised from the uncompromised people." When Communism here had its last days in 1989, he says, there were no political prisoners, "only a small democratic movement—the Magyar Democratic Forum—and most of its members had been party members at one time. It's hard to draw clear lines."

Rumors of a faculty house cleaning circulated about a year ago and resulted in a backlash against reform. As a result, changes in university leadership have been minor. While the University of Economic Sciences has a new rector, "most of the changes that have occurred at this university were planned seven years ago by the old rectors," says Mr. Agh. "They weren't in response to the change of government."

Istvan Rév, a professor at the economics university, says few significant changes have come out of free elections here. "You have absolute freedom to do what you want to do at the university," he says. "It's not because the system is liberal and permissive, but because nobody cares."

NATIE

FORMER Soviet President Mikhail Gorbachev, who will visit the U.S. in early May, will speak at Emory University's commencement on May 11. While at Emory, he will also meet with Jimmy Carter, who had once invited him to be a visiting professor there. The Carter Center is located at Emory.

Mr. Gorbachev is also scheduled to speak at Harvard and Stanford Universities and at Westminster College in Missouri, where Winston Churchill delivered his "Iron Curtain" speech in 1946.

Harvard University has not had a provost since Paul H. Buck left the post in 1953. Now Neil L. Rudenstine, the university's president, has named Jerry R. Green, professor of political economy and a member of the faculty since 1970, to the newly reactivated post. Mr. Rudenstine said Mr. Green would be Harvard's principal universitywide planning officer and "work with different kinds of individuals, in order to play a coordinating role across schools and departments."

Also at Harvard, meetings continue on whether to allow Derrick Bell to continue into a third year his unpaid leave of absence as professor of law (In Brief, March 11). University policy limits such leaves to two years. Officials said Henry Kissinger had been refused an extension when he served as Secretary of State.

In keeping with a legal settlement with several newspapers in the state, the University of Wisconsin last week released the names of the 145 candidates for the presidency of its system. The list did not say whether the candidates had been nominated (perhaps without their knowledge) or had applied for the post.

Reaction came quickly. Within hours, Charles B. Knapp, president of the University of Georgia; D. Bruce Johnston, chancellor of the State University of New York; Paul B. Marlon, chancellor of the State College System of West Virginia; Richard E. Peck, president of the University of New Mexico; Donna E. Shalala, chancellor of the university's Madison campus; Betty L. Siegel, president of Kennesaw State College; and H. Patrick Swygert, president of the State University of New York at Albany, all withdrew their names from consideration.

Noting that 145 was a much smaller number of potential candidates than in past searches, Edward Penson, chairman of the search committee, said he thought the promise of disclosure had dissuaded some people.

Dave Zweifel, head of the Wisconsin Freedom of Information Council and editor of *The Capital Times* in Madison, disagreed, saying that the low salary offered—\$133,532 and benefits—explained the smaller number.

To announce his withdrawal from the campaign for the Democratic Presidential nomination, Iowa Sen. Tom Harkin chose the campus of Gallaudet University, where he spoke in sign language to the largely deaf student body. Mr. Harkin's brother Frank is deaf.

This year's choice for Jefferson Lecturer in the Humanities met with almost universal approval. Bernard N. W. Knox, who retired in 1985 after 24 years as the founding director of the Center for Hellenic Studies at Harvard University after having served as a professor of classics at Yale University, will deliver the lecture on May 6, in Washington.

Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS

Antoinette Iadarola
Cabrini College



Robert Hahn
Johnson State College



Marian C. Jensen
Antioch College



Nancy Cable Welle
Davidson College

Laudelina Martinez
Hispanic Association
of Colleges and Universities

■ **New college and university chief executives:** Cabrini College, Antoinette Iadarola; Geneva College, Joseph H. White; Johnson State College, Robert Hahn; Paul D. Camp Community College, Jerome J. Friga; Riverside Community College, Salvatore Rotella; University of Nebraska Medical Center, Carol A. Kemp Aschenbrenner; Weston School of Theology, the Rev. Robert A. Wild.

■ **Other new chief executives:** Association of Catholic Colleges and Universities, Benito M. Lopez, Jr.; Hispanic Association of Colleges and Universities, Laudelina Martinez.

Appointments, Resignations

Neil M. Abumrad, professor of surgery at Vanderbilt U., to professor and chairman of surgery at State U. of New York at Stony Brook.
The Rev. Joseph A. Arroyo, assistant dean of the college of business and administration at Saint Joseph's U. (Pa.), to associate dean.
Genol A. Kemp Aschenbrenner, executive associate dean of the college of medicine at U. of Iowa, to chancellor of the medical center and vice-president of U. of Nebraska.
Ruth G. Agh, superintendent of Tarrant (Ala.) Schools, to dean of the school of education at Samford U.
Ron Benesall, consultant in Brooklyn, N.Y., to director of media relations at Vassar College.
Shirley E. Bergman, college librarian at Wheaton College (Mass.), to librarian at Bowdoin College, effective in August.
David Blinder, director of corporate and foundation relations at Princeton U., to director of development.

Otto Butz, president of Golden Gate U., has announced his retirement, effective June 30.
Louise Cambwell, lawyer in San Antonio, to vice-president for institutional advancement and general counsel at Our Lady of the Lake U.
John M. Crowley, director of special gifts at Cornell U., to vice-president for development and college relations at State U. of New York College at Fredonia.
Emile H. Dieth, Jr., counselor at bicentennial fund of the Presbyterian Church (U.S.A.), to vice-president for development at Pittsburgh Theological Seminary.
Patricia DiRubbio, instructional developer and academic coordinator at Community College of Vermont, to professor of undergraduate studies at Union Institute in Miami.
G. Anthony Gony, vice-president for information technology and professor of medical informatics at Baylor College of Medicine, to vice-president for research and information technology at Rice U.
Bruce S. Graham, associate professor of removable prosthodontics and associate dean of academic affairs at Dalhousie U., to dean of the dental school at U. of Detroit Mercy.
Charles G. Grass, former associate dean for collection and technical services at the libraries at Kansas State U., to assistant university librarian for automation and technical services at Oregon State U.

Continued on Page A53

Right-Wing Students Spray Tear Gas at South African Leader

By LINDA VERGNANI

CAPE TOWN Right-wing students at the University of the Orange Free State sprayed tear gas at South African President F. W. de Klerk last week after he spoke to a gathering of about 800 in the campus cafeteria. Mr. de Klerk was unharmed and escorted to safety by security officers. However, South Africa's Minister of Justice, Kobie Coetzee, was taken to a hospital with cracked ribs after panicked students crushed him against a steel door as they tried to flee the scene.

Coenrad Jonker, president of the university's student council, said: "We are disappointed that four or five far-right activists have

showed this campus in such poor light. The majority of students respect democracy and are totally opposed to this type of thing."

Mr. de Klerk visited the campus during his campaign to win a Yes vote in this week's whites-only referendum in which South Africans were to determine whether the government should continue its efforts to dismantle apartheid.

The acting rector of the university, Belco Boonstra, strongly condemned the incident and said the institution would conduct a full investigation. He said the university already "probably had a reputation for being conservative, and this occurrence has really set us back."

The police were trying to identi-

fy the students involved. Eyewitnesses said that some right-wing students began shouting "traitor" and "No" at the president as he spoke. They were countered by other students shouting "F.W." and "Yes." At the end of the meeting, a group of students later identified as members of the Afrikaans Resistance Movement, a neo-Nazi group, moved to the front of the crowd and began to spray tear gas at students and the president.

Mr. Jonker, the student leader, said he had apologized to Mr. de Klerk in behalf of the university. He said the president had told him that his campus visit was "very positive, and he wouldn't be disturbed by this single incident."

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Gazette

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John A. Green, professor of political economy at Harvard U., to provost, effective July 1.

Outgoing D. Outgoing, associate dean and director of recruitment planning at U. of Tennessee, to director of undergraduate admissions at Duke U., effective July 1.

Robert Hahn, interim president of Johnson State College, to president.

Raymond P. Harter, special assistant to the executive vice-president of U. of Tennessee, to vice-chancellor for business affairs at Louisiana State U., at Baton Rouge.

David Hering, dean of campus services at Loyola University Chicago, to dean of education at Penn Valley Community College.

Dean Hollis, former assistant professor at Scripps College, to professor of adult education at Union Institute at Los Angeles.

David W. Hoskins, assistant director of development at Wright State U., to director of annual programs in the office of development.

Justus Indurkhya, provost and dean of faculty at Colby-Sawyer College, to president of Cabrini College, effective in July.

John G. Jansen, director of the university of students at West Virginia U., to director of students at Antioch College.

Michael Kahn, artistic director at Shakespeare Theatre (Washington), also to chairman of drama at Julliard School.

Bill Kain, former provost, associate and deputy director of the Aging Society Policy Studies Center at U. of Michigan, to professor of gerontology at Union Institute at Miami.

C. Ronald Kimberling, vice-president for student finance at Phillips Colleges (Ill.), to senior vice-president for student finance and public affairs.

Charles R. King, former registrar at Western College, to registrar at Franklin College (Ind.).

Quentin Kowalski, president of Rockford College, has resigned.

David Kovacs, former associate director of development at Stanford U., to director of development for the college of engineering at U. of California at Davis.

Thomas L. Kowalski, vice-president for student affairs at Baldwin-Wallace College, to vice-president and dean for campus life at Emory U.

Donald B. Mack, acting vice-president for auxiliary services at U. of Southern California, to associate vice-president.

Ann M. McLaughlin, acting dean of the college of liberal arts at Louisiana State U., to dean.

Paul B. O'Connell, associate dean of residence life at Marquette U., to dean.

Peggy Posa, former member of the staff at U. of Utah Press, to director of U. of Utah Press.

Mark R. Pankowich, former dean of institutional advancement at Mount Holyoke College, to vice-president for institutional advancement at College of Mount St. Joseph.

William P. Pinta, assistant vice-president for enrollment management and director of admissions at Park College, to director of university admissions at Aurora U.

Oliver D. Price, dean of the school of allied health professions at U. of Connecticut, to provost and professor of education at Southern College.

John R. Rottler, vice-president for academic affairs at Nassau Community College, to president of Riverside Community College.

John S. Rowe, professor of architecture and design and chairman of urban planning and design at Harvard U., to dean of the graduate school of design, effective July 1.

Stephen A. Scott-Martin, arts coordinator at State U. of New York College at Buffalo, to assistant vice-president for institutional advancement and executive director of alumni affairs.

Philip E. Shobbin, associate professor of history at Pennsylvania State U., to assistant dean for undergraduate studies in the college of liberal arts.

Mary Brennan Sitch, lawyer in San Antonio, to associate dean of career services and alumni relations in the school of law at St. Mary's U. (Tex.).

Frank Thomas, affirmative-action-compliance officer at Iowa Department of Human Services, to special assistant to the president at Grinnell College.

Harvey Cable Wells, vice-president for student development at Guilford College, to dean of admission and financial aid at Davidson College, effective July 6.

John H. White, associate vice-president for religious services at Geneva College, to president.

The Rev. Robert A. Wild, former Provincial Superior of the Chicago Province of the Society of Jesus, to president of Weston School of Theology, effective August 1.

Adelle Fashick, professor and dean of the faculty of library and information science at U. of Toronto, has assumed the presidency of Association for Library and Information Science.

Bonnie M. Lopez, Jr., senior vice-president of Iowa College, to executive director of Association of Catholic Colleges and Universities.

Laudell Martin, member of the staff of the Office of Higher Education at New York State Education Department, to president of Hispanic Association of Colleges and Universities.

Carol Philpot, associate director of clinical training and associate professor of psychology at Florida Institute of Technology, has been elected president of the family-psychology division of American Psychological Association.

MISCELLANY

Earland I. Carlson, executive director of McCune Foundation and former president of Westminster College (Pa.), has announced his retirement, effective June 30.

John Phillips, former president of National Association of Independent Colleges and Universities, to senior vice-president of Korn/Ferry International (Washington).

Charles D. Wright, president of Huron Pacific U., to president of Queen's Health Systems (Honolulu).

Deaths

Robert H. Bauernfeind, 66, professor of educational psychology, counseling, and special education at Northern Illinois U., February 22 in Rockford, Ill.

Loren T. Caldwell, 49, former professor of sociology at Northern Illinois U., February 19 in San Diego.

Graciana Ehlke, 49, former assistant professor of nursing at George Mason U., March 1 in Burke, Va.

Kathryn Bellevue Fauer, 65, professor of Russian literature at U. of Virginia, March 1 in Charlottesville, Va.

Thomas P. Fleming, 83, former chief of medical science libraries and professor of library science at Columbia U., March 2 in Leonia, N.J.

Brian C. Gillespie, 61, professor emeritus of humanities at State U. of New York College of Technology at Alfred, February 16 in Hornell, N.Y.

Hiroshi Haga, 43, president of Maruzen Hawthorne College, March 4 in Harwich Port, Mass.

Jerome Hall, 91, professor emeritus of law at Hastings College of the Law of U. of California, March 1 in San Francisco.

Roger M. Harriott, 81, former professor of biochemistry at Johns Hopkins U., March 2 in Baltimore.

Frederick E. Horn, 79, former adjunct professor of accounting at Columbia U., February 28 in Ridgewood, N.Y.

Albert S. Keaton, 80, professor emeritus of medicine at Mount Sinai School of Medicine and former professor of medicine at New York U., February 26 in New York.

Otto Klineberg, 92, former chairman of social psychology at Columbia U., March 6 in Bethesda, Md.

Paul H. LaDome, 52, vice-president for university relations at Boston College, March 2 in Chestnut Hill, Mass.

John L. Llovany, 80, former professor of English literature at Duke U., March 3 in Bethesda, Md.

Edward S. Mason, 93, former professor of economics and former dean of the graduate school of public administration at Harvard U., February 29 in Santa Barbara, Cal.

Dave Rinker, 53, director of the facilities-management division and chief university architect at U. of South Carolina, March 1 in Columbia, S.C.

Robert W. Rogers, 77, dean emeritus of the college of liberal arts and professor emeritus of English at U. of Illinois at Urbana, Ill., February 24 in Urbana, Ill.

Harold I. Shapiro, 60, professor of English at U. of North Carolina at Chapel Hill, February 22 in Chapel Hill, N.C.

Marshall Sklar, 70, professor emeritus of contemporary Jewish studies and sociology at Brandeis U., March 1 in Newton, Mass.

Coming Events

A symbol (*) marks items that have not appeared in previous issues of The Chronicle.

MARCH

28: Arete. "Assembly on the Arctic." National Academy of Sciences and other sponsors, Washington. Contact: (202) 334-2138.

28: Philosophy. Symposium on hedonism. Rochester Institute of Technology, Rochester, N.Y. Contact: David B. Suits, Col-

lege of Liberal Arts, Rochester Institute of Technology, Rochester, N.Y. 14623-0877.

28: Student-success courses. One-day seminar on student-success courses. College Survival Inc., Dallas. Contact: ext. 2050 Jackson Boulevard, Rapid City, S.D. 57702-3474; (605) 328-8323, fax (605) 343-7553.

28-27: Computers. "National Net '92: Advancing the Leading Edge," national conference, EDUCOM, Lewis L. Engle Plaza Hotel, Washington. Contact: EDUCOM, (202) 872-4200, BINF: NET-92@EDUCOM.

28-27: Drug abuse. "Alcohol Policy and Community Action: Appendix for Today," national conference, National Association for Public Health Policy, Sheraton Washington Hotel, Washington. Contact: Jo Lynn Reels, National Association of State Alcohol and Drug Abuse Directors, Suite 642, 444 North Capitol Street, N.W., Washington 20001; (202) 783-6806.

28-27: Ethics and business. "The Ethics of Business in a Global Economy," conference, Council for Ethics in Economics, Columbus, Ohio. Contact: Paul M. Minus, c/o 125 East Broad Street, Columbus, Ohio 43215.

28-27: Fund raising. "Workshop for Newcomers in Development," Council for Advancement and Support of Education, Forum Hotel, Chicago. Contact: ext. 301, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

28-28: Philosophy. Pacific-division meeting, American Philosophical Association, Seattle. Contact: Anna Silvers, Philosophy Department, San Francisco State University, San Francisco 94132.

28-28: Arts. Annual conference, International Association on the Frontiers in the Arts, Fort Lauderdale, Fla. Contact: Donald Palmbo, Engle Department, Shippensburg University, Shippensburg, Pa. 17257; (717) 532-1495 or (717) 264-6078.

28: Disabilities. "The Americans With Disabilities Act: Disabled People in the Workplace and the Supervisor's Role," conference, Tri-University Consortium on Disability Policy, Suffolk University, Boston. Contact: David Pfeiffer, Department of Public Management, Suffolk University, Boston 02108-2770; (617) 573-8116.

28-27: Business and education. "New Strategies in Educational Improvement and Workforce Preparation," annual conference, National Association for Institutional Education Cooperation, Sheraton Inn, Buffalo, N.Y. Contact: NAIEC, 235 Hendricks Boulevard, Buffalo, N.Y. 14226; (716) 834-7047.

28-27: Higher education. "Cases, Classroom Research, and Conversations from the Teaching/Learning Community," annual colloquium on undergraduate teaching and learning, Massachusetts Bay Community College, Wellesley Hills, Mass. Contact: Elizabeth Fidler, Massachusetts Bay Community College, 50 Oakland Street, Wellesley Hills, Mass. 02151; (617) 237-1100, ext. 146, fax (617) 239-1047.

28-27: Institutional research. "Skills for the Future: Professional Development for Institutional Research," forum, Indiana Association for Institutional Research, Nashville, Ind. Contact: Kent Grumbles, Butler University, Indianapolis 46209; (317) 283-9526.

28-27: Libraries. "Funding and the Future of the Academic Library," spring conference, New England Chapter of Association of College and Research Libraries, University of New Hampshire, Durham. Contact: Mickey Moskowitz, Director, Emerson College Library, 150 Beacon Street, Boston 02116; (617) 578-8670, ATTENT: MOSKOWITZ@EMERSON.

28-27: Non-traditional education. "New Pathways to a Degree: Using Technologies to Open the College," workshop, Annenberg/CPB Project, Mississippi State University, Starkville, Miss. Contact: Robert B. Lister, Dean, Mississippi State University, P.O. Drawer 5247, Mississippi State, Miss. 39762-5247; (601) 325-3473.

28-28: Administration. "The Trick to Being a Chair," annual conference of community-college chairs and instructional officers, National Community College Chair Academy, Phoenix. Contact: (602) 461-7304.

28-28: Athletics. Division meeting, American Society for Athletics, Bard College. Contact: (914) 758-6822, ext. 270.

28-28: Assessment. National conference on outcomes assessment, Montclair State College, Upper Montclair, N.J. Contact: Robert D. McCormick, Director, Office of Institutional Assessment, Russ Hall, Room 122, Montclair State College, Upper Montclair, N.J. 07043; (201) 893-4408.

28-28: English. Annual spring conference, National Council of Teachers of English, Washington. Contact: NCTE, 1111 Kenyon Road, Urbana, Ill. 61801; (217) 328-3870.

28-28: Higher education. "Retrieving a Tradition: Protecting a Future: Residential Colleges in the 21st Century," international conference on residential colleges and living/learning centers, North-east Missouri State University, Kirksville, Mo. Contact: Dean of the Col-

lege, Northeast Missouri State University, Kirksville, Mo. 63501; (816) 785-4022, fax (816) 785-4191.

28-28: History. Conference on the history of Christianity, American Society of Church History and American Catholic Historical Association, Notre Dame, Ind. Contact: History Conference, Cushman Center, University of Notre Dame, 614 Hesburgh Library, Notre Dame, Ind. 46556; (219) 239-5441.

28-28: Langston Hughes. "Langston Hughes: the Man and the Writer," conference, Lincoln University and National Endowment for the Humanities, Lincoln University, Pa. Contact: (215) 932-8300, ext. 261.

28-28: Languages. Annual meeting, Southwest Conference on Language Teaching, Reno. Contact: Jan Herrera, 10724 Tanager, Northglenn, Colo. 80234; (303) 452-1308.

28-28: Media. Regional colloquium, Association for Education in Journalism and Mass Communication, Stone Mountain, Ga. Contact: Wallace B. Eberhard, Department of Journalism, University of Georgia, Athens, Ga. 30602; (404) 542-3033 or Greg Lissy, Department of Communication, Georgia State University, Atlanta 30303; (404) 651-3200.

28-28: Pearl Buck. "The Pearl S. Buck Centennial Symposium: Building Bridges Between Asia and America," Randolph-Macon Woman's College, Lynchburg, Va. Contact: (804) 846-9089.

28-28: Community colleges. National conference of community-college chairs, National Community College Chair Academy and Maricopa Community Colleges, Hyatt Regency Hotel, Phoenix. Contact: Gary L. Pitan, Executive Director, MCCA, Mesa Community College, 1833 West Southern Avenue, Mesa, Ariz. 85207; (602) 461-7304, fax (602) 461-7806.

28-28: Personnel. "Benefits Update," professional-development program, College and University Personnel Association, Omni Netherland Plaza Hotel, Cincinnati. Contact: Lucie Cretella or Karen Simon, CUPA, Suite 503, 1233 20th Street, N.W., Washington 20036; (202) 429-0311, ext. 6.

28-28: Science. "Physical Cosmology," colloquium, National Academy of Sciences, Irvine, Cal. Contact: (202) 334-2138 or Roberta Bernstein, (312) 702-8202.

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28-28: Cultural studies. "Textual Technologies: Text, Image, and History—a Conference on the Historicity of Culture and its Technical Means of Production," Texas A&M University, College Station, Tex. Contact: Jeffrey N. Cox, Interdisciplinary Group for Historical Literary Study, Department of English, Texas A&M University, College Station, Tex. 77843; (409) 845-3451.

28-28: Higher education. "Re-Framing the Major: Principles, Practices, and Politics," regional conference, Association of American Colleges, Chicago. Contact: Thomas Jeavons, Associate Director of Programs, AAC, 1818 R Street, N.W., Washington 20009; (202) 387-3760.

28-28: International studies. Annual meeting, Southern Conference on Slavic Studies, Jacksonville University, Jacksonville, Fla. Contact: J. Clarke, (904) 244-3950, ext. 3278.

27: Business officers. "BUS A-133," workshop, National Association of College and University Business Officers, Kansas City, Mo. Contact: NACUBO, Professional Development Department, Suite 300, One Dupont Circle, Washington 20036; (202) 861-2530.

28-28: Business and philosophy. Meeting, International Society of Business, Economics, and Philosophy, Columbus, Ohio. Contact: Richard De George, Philosophy Department, University of Kansas, Lawrence, Kan. 66045.

28-28: Facilities. "Residence-Hall Safety and Security," workshop, Association of Colleges and University Housing Officers International, Minneapolis Marriott Hotel-Southwest, Minneapolis. Contact: Tony Cavilioni, Director of Residential Life, Clemson University, 250 Melt Hall, Clemson, S.C. 29634-4075; (803) 656-2295.

28-28: Faculty development. "Creating Climates for Learning," workshop, Council of Independent Colleges, Portland, Ore. Contact: Mary Ann Rehnik, c/o, Suite 320, One Dupont Circle, Washington 20036; (202) 466-7230.

28-28: Humanities. "The Call of Stories: The Power of Narrative in Teaching, Learning, and Assessment," annual conference on exemplary practices in humanities teaching, learning, and collaboration, Lander College, Greenwood, S.C.

28-28: Music. Regional meeting, 1992 Music Society, University of Richmond, Richmond, Va. Contact: c/o, 202 West Spruce Street, Missoula, Mont. 59717; (406) 721-9616.

28-28: Philosophy. Meeting, West Virginia Philosophical Society, West Virginia University, Morgantown, W. Va. Contact: Fred Seddon, Philosophy Department, Wheeling Jesuit College, Wheeling, W. Va. 26061.

27-29: Interdisciplinary studies. "1992-1993: Columbus Rediscovered," symposium, Slippery Rock University, Slippery Rock, Pa. Contact: Hannah C. Zimm, Department of Modern Languages and Cultures, Slippery Rock University, Slippery Rock, Pa. 16057; (412) 786-2482.

27-29: Philosophy. Meeting, American Catholic Philosophical Association, San Diego. Contact: Theresa Braut, School of Philosophy, Catholic University of America, Washington 20064.

27-29: Sexual orientation and the media. "Constructing of Lesbian, Bisexual, Gay Identities in the Popular Media," symposium, Swarthmore College, Swarthmore, Pa. Contact: Daniel Smith, Art Department, Swarthmore College, 591 College Avenue, Swarthmore, Pa. 19081-1397; (215) 328-8119.

27-29: Socio-economics. Annual conference, Society for the Advancement of Socio-Economics, University of Colorado, Irvine, Cal. Contact: ext. 71441 Gieseler, 2130 11 Street, N.W., Washington 20036; (202) 994-8167.

27-29: Teaching. Workshops on teaching writing and thinking, Bard College, Annandale-on-Hudson, N.Y. Contact: Judith Smith, Institute for Writing and Thinking, Bard College, Annandale-on-Hudson, N.Y. 12504; (914) 758-7484.

28: Adult education. "Adult Teaching Trends," annual conference, Northeastern University, Boston. Contact: (617) 437-2425.

28-29: Critical thinking. "Critical-Thinking Teaching Strategies," regional institute, Foundation for Critical Thinking, Denver. Contact: Center for Critical Thinking, Sonoma State University, Rohnert Park, Cal. 94923; (707) 664-2940.

28-29: Medieval studies. "Jewish-Christian Encounter in the Middle Ages: the Psalms," symposium, Marquette University, Milwaukee. Contact: Steven Taylor, (414) 288-6309.

28-31: Business officers. "Forum on Right-sizing," National Association of College and University Business Officers, St. Louis. Contact: NACUBO, Professional Development Department, Suite 300, One Dupont Circle, Washington 20036; (202) 861-2530.

29-31: Developmental education. Annual symposium on developmental education, New York College Learning Skills Association, Ellenville, N.Y. Contact: Barbara Riser, Associate Professor of English, Oneonta Community College, Oneonta, N.Y. 12525; (315) 469-2434.

29-31: Fund raising. "Seize the Opportunity," seminar, Institute for Charitable Giving, Washington Marriott Hotel, Washington. Contact: c/o, 500 North Michigan Avenue, Chicago 60611; (312) 222-9757, fax (312) 222-9411.

28-April 31 Student personnel. Annual conference, National Association of Student Personnel Administrators, Cincinnati. Contact: (202) 265-7500.

30-31: Business ethics. "International Perspectives on Business Ethics," conference, Bentley College, Waltham, Mass. Contact: Judith Kamm, Center for Business Ethics, Bentley College, 175 Forest Street, Waltham, Mass. 02154; (617) 893-3433, fax (617) 891-2819.

30-31: Business and higher education. "Delivering Education and Training to Business and Industry," conference, College Board, Washington. Contact: Elena K. Morris, Conference Director, Office of Adult Learning Services, College Board, 45 Columbus Avenue, New York 10023; (212) 713-4101.

30-31: International studies. "J. A. Comenius and Slovak Culture," Charles and Comenius Universities, Bratislava, Czechoslovakia. Contact: Joseph F. Zarek, Department of History, State University of New York, Albany, N.Y. 12222.

30-31: Management. "Implementing Total Quality Management in Colleges and Universities," International Quality and Productivity Center, Troy, Mich. Contact: Donna McKenna, iqc, 209 Cooper Avenue, Upper Montclair, N.J. 07043; (800) 882-8684 or (201) 783-4403.

30-April 31 Education. "Creating the Quality School," conference, University of Oklahoma, Norman, Okla. Contact: Edward Ward, Director, Center for the Study of Small/Rural Schools, University of Oklahoma, 555 Constitution, Norman, Okla. 73037-0005; (405) 325-1711.

30-31: Environment. "A Forum on Central Europe: an Environmental Research and Education Agenda for Urban Settlements and Sustainable Development," Association of Big 8 Universities, Manhattan, Kan. Contact: Continuing Education, College Court Building, Kansas State University, Manhattan, Kan. 66506; (913) 532-5569 or (800) 432-8222.

Continued on Following Page

Coming Events

Continued from previous page

30-April 2: Student loans. "Student Loan Management and Collections," workshop. National Association of College and University Business Officers and National Association of Student Financial Aid Administrators. St. Louis. Contact: RITA Olin, Professional Development Department, Suite 500, One Dupont Circle, Washington 20036; (202) 861-2520.

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30-April 2: Computers. International symposium on parallel processing. Association of Computing Machinery and Association of Universities for Research in Computing. Beverly Hills, Cal. Contact: Larry Carter, Computer Systems Approach Inc., Suite B, 1140 South Raymond Avenue, Fullerton, Cal. 92631; (714) 738-3414.

30-April 3: Science education. Research conference on science education. Gordon Research Conference. Doubletree Hotel, Ventura, Cal. Contact: Science Education Conference, Gordon Research Conference, Gordon Research Center, University of Rhode Island, Kingston, R.I. 02881-0801; (603) 793-4041 or (401) 783-3372, fax (401) 783-7041.

31-April 3: Student recruitment. "Recruiting the Adult Student," workshop. Council for Advancement and Support of Education. Chicago. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

31-April 4: Social issues. "The Voyage into the 21st Century: Education, Employment, Diversity, and Partnerships," annual conference, 2800 Progress for Progress International, Fairmont Hotel, Dallas. Contact: Joe R. Campos or Daniela Kato, (214) 541-0616.

APRIL

1: Teaching. "Involving Students in Their Own Learning," workshop. Massachusetts Faculty Development Consortium. Bridgewater, Mass. and Holyoke, Mass. Contact: Susan A. Holman, (508) 897-1201 or Murray Schuman, (413) 338-7000, ext. 278.

1-3: Student recruitment. "Developing a Creative and Effective Recruitment and Retention Program," workshop. Council for Advancement and Support of Education. Chicago. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

4: Critical thinking. "Critical Thinking/Critical Literacy: The Challenges of Technology, Culture, and Creativity," conference. Contact: Loree Boehm, Oakton Community College, 6001 East Golf Road, Des Plaines, Ill. 60016-1268; (708) 635-1831.

4-6: Institutional advancement. District conference. Council for Advancement and Support of Education. Hyatt Regency Hotel, Albuquerque, N.M. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

4-6: Assessment and teaching. "A Day at Alverno College: A Seminar on Teaching and Assessing Student Abilities." Alverno Institute, Alverno College, 3401 South 9th Street, P.O. Box 143922, Milwaukee 53234-3922; (414) 382-6087.

5: Freshman-year experience. "Freshman-Seminar Instructor Training," workshop. University of South Carolina and other sponsors. Kansas City, Mo. Contact: Freshman Year Experience Conferences, University 101, University of South Carolina, 1728 College Street, Columbia, S.C. 29208; (803) 777-6029.

5: Fund raising. "Volunteer Management," seminar. Nova University, Fort Lauderdale, Fla. Contact: Nova University, Office of Continuing Education, 231 Mulman-Hollywood Building, 3301 College Avenue, Fort Lauderdale, Fla. 33314.

5-9: Academic advising. Regional conference. National Academic Advising Association. Boulder, Colo. Contact: Judy Sullivan (303) 492-8811.

5-9: Ethics and health policy. "Making Choices in Health Care: An Ethics and Health Policy Conference." University of Maryland, Baltimore. Contact: Sara T. Fry, Room 402, School of Nursing, University of Maryland, 635 West Lombard Street, Baltimore 21201.

5-9: Computers. Information Technology Choices for Challenging Times, workshop. Council for Advancement and Support of Education. Pittsburgh. Contact: Russell Garth, c/o Suite 320, One Dupont Circle, Washington 20036; (202) 466-7210.

2-4: Lesbian and gay studies. "Making It Perfectly Queer," national graduate-student conference on lesbian and gay studies. University of Illinois and other sponsors. Urbana, Ill. Contact: Chris Mayo, c/o National Association of College and University Business Officers and National Association of Student Financial Aid Administrators, St. Louis. Contact: RITA Olin, Professional Development Department, Suite 500, One Dupont Circle, Washington 20036; (202) 861-2520.

2-4: Music. Annual conference. National Music Society. Knickerbocker Hotel, Chicago. Contact: NMS, Office of Conferences and Institutes, Western Michigan University, Kalamazoo, Mich. 49008-3161; (616) 387-4174, fax (616) 387-4222.

2-4: Music. Meeting. Southeastern Historical Keyboard Society. Agnes Scott College, Decatur, Ga. Contact: SHKS, 2516 East Fifth Street, Charlotte, N.C. 28204.

2-4: 18th-century studies. "Color and Colorfulness in 18th-Century Life and Art," meeting. Southeastern 18th-Century Studies Association, Tampa, Fla. Contact: Judith M. da Costa Nunez, Art Department, Mahanah College, Allentown, Pa. 18104-5586.

2-4: Nursing. National conference on nursing and space-life sciences. University of Alabama and other sponsors. South Shore Harbor Resort and Conference Center, League City, Tex. Contact: University of Alabama, College of Nursing, Nursing Building 205, Huntsville, Ala. 35899; (205) 895-6186.

2-4: Nursing education. "Teaching and Assessing Nursing Student Abilities: A Seminar on Alverno College's Ability-Based Curriculum." Alverno College, Milwaukee. Contact: Alverno Institute, Alverno College, 3401 South 9th Street, P.O. Box 143922, Milwaukee 53234-3922; (414) 382-6087.

2-4: Renaissance studies. Meeting. Southern Renaissance Conference. North Carolina Central University, Durham, N.C. Contact: Herbert Turentine, Meadows School of Fine Arts, Southern Methodist University, Dallas 75275.

2-4: Teaching. Conference on teaching in the freshman year. University of South Carolina and other sponsors. Kansas City, Mo. Contact: Freshman Year Experience Conferences, University 101, University of South Carolina, 1728 College Street, Columbia, S.C. 29208; (803) 777-6029.

2-4: Values. Annual conference on value inquiry. American Society for Value Inquiry and the Journal of Value Inquiry, Madison, N.J. Contact: Thomas Magnell, Conference on Value Inquiry, Department of Philosophy, Drew University, Madison, N.J. 07940-4036; (201) 488-3843 or Robert Chisholm, Conference on Value Inquiry, Pennsylvania State University, Delaware County Campus, Media, Pa. 19063-5596; (215) 892-1424.

2-4: Genetics and philosophy. "Genes and Philosophical Reflections on Modern Genetics," conference. University of Iowa. Iowa City. Contact: Robert Weir, Bio-medical Ethics, College of Medicine, University of Iowa, Iowa City 52242.

2-5: History. Annual meeting. Organization of American Historians. Palmer House, Chicago. Contact: OAH, 112 North Dearborn Street, Bloomington, Ind. 47408; (812) 855-7311.

2-5: Philosophy. "Vedanta Philosophy and Vivekananda Pre-Centennial," meeting. International Congress of Vedanta, Miami University, Oxford, Ohio. Contact: S. S. Rama Rao Pappu, Philosophy Department, Oxford, Ohio 43056.

2-5: Students. National conference on student services. College Conference of America, New Orleans. Contact: Rick Morgan, (608) 273-0330.

2-5: Technology. "Inventing the Future: New Technologies, Perception, and Meaning," conference. University of Baltimore and other sponsors. Baltimore. Contact: Third World & Image Conference, Institute for Publications Design, Yale Gordon College of Liberal Arts, Charles Street, Baltimore 21201; (410) 234-3920 or (410) 625-3294.

2-5: Land-grant institutions. "Enhancing the Future of the Land-Grant System: A Dialogue on Environment and Society," conference. National Academy of Sciences, Irvine, Cal. Contact: (202) 334-2138.

3-4: Curriculum. "Internationalizing the Curriculum," conference. Murray State University and other sponsors. Executive Inn, Paducah, Ky. Contact: College Center for International Programs, Murray State University, 230 North Oval Mall, Columbus, Ohio 43210-1319; (614) 292-1882.

3-4: Higher education. Seminar for department chairs. Council of Colleges of Arts and Sciences, Holiday Inn-Westport, St. Louis. Contact: Richard J. Hopkins, Executive Director, c/o Ohio State University, 186 University Hall, 230 North Oval Mall, Columbus, Ohio 43210-1319; (614) 292-1882.

3-4: Literature. Conference on contemporary literature. Kansas State College, Manhattan, Kan. Contact: (913) 733-3280.

3-4: Literature. Conference on contemporary literature. Kansas State College, Manhattan, Kan. Contact: (913) 733-3280.

3-4: Literature. Conference on contemporary literature. Kansas State College, Manhattan, Kan. Contact: (913) 733-3280.

Muriel, Ga. Contact: Greg Johnson, Department of English, Kennesaw State College, P.O. Box 444, Marietta, Ga. 30061.

3-4: Medieval studies. "Barbarian Europe and Its Legacy," colloquium. University of the South and other sponsors. University of the South, 733 University Avenue, Seawane, Tenn. 37375-1000; (615) 598-1531.

3-4: Music. Regional meetings. College Music Society. Southern Methodist University, Dallas. University of Delaware, Newark, Del., and University of Kentucky, Lexington, Ky. Contact: CMS, 202 West Spruce Street, Missouri, Mont. 59802; (406) 721-9016.

3-6: Cognitive science. "Cognition and Representation," conference. State University of New York, Buffalo, N.Y. Contact: Center for Cognitive Science, 651 Baldy Hall, State University of New York, Buffalo, N.Y. 14260.

3-6: International education. Annual conference. Phi Beta Delta, Honor Society for International Studies, Boston University, Boston. Contact: Karen Boatman, 1000 Commonwealth Avenue, School of Education, Boston 02215.

3-6: Minorities. Conference for black undergraduate students. Fund for Theological Education, Washington. Contact: Executive Director, FTE, Suite 812, 475 Riverside Drive, New York 10115; (212) 870-2094.

3-6: Philosophy. Meeting. New Mexico and West Texas Philosophical Society, San Antonio. Contact: H. G. Alexander, Philosophy Department, University of New Mexico, Albuquerque, N.M. 87131.

3-6: Social science. "Knowing the Utility," conference. International Society for Utilitarian Studies, University of Western Ontario, London, Ontario. Contact: Dr. D. G. Brown, Department of Political Science, University of Western Ontario, London, Ontario N6A 5S2.

3-6: Writing. "Writing Across the Curriculum: Workshops on Program Planning and Teacher Training." Troy State University, Troy, Ala. Contact: Joan Ward, (205) 670-3344.

4: Education. "Multicultural Perspectives—the Challenge to Today's Educators," symposium on education and social construction. Society for Educational Research, New York. Contact: SER, c/o Angela Raffel, 701 Abbey Lane, Valley College, N.Y. 10989; (914) 335-7000.

4: Education. "A Tale of Three Cities—Chicago, Philadelphia, and Rethinking Urban Educational Reform," forum. University of Pennsylvania, Philadelphia. Contact: Jill Nugle, Assistant Director, Development and Alumni Relations, Graduate School of Education, University of Pennsylvania, 3700 Walnut Street, Philadelphia 19104-6216; (215) 896-9794.

4: Philosophy. "Ethics in a Pluralistic Society," graduate-student conference. Saint Louis University, St. Louis. Contact: Saint Louis University, Philosophy Department, Saint Louis University, 5311 North Grand Boulevard, St. Louis 63103.

4-7: Education. "Transforming Learning: Paradigms, Practices, Possibilities," analysis and curriculum development. New Orleans. Contact: ASCD, 230 North Pitt Street, Alexandria, Va. 22314-9719.

4-8: Humanities. "Rhetoric Old and New: From Rhetoric to Nietzsche and Beyond," research conference. National Endowment for the Humanities, University of Chicago, Chicago. Contact: Samuel P. Jaffe, Department of Germanic Languages and Literatures, University of Chicago, 1020 East 59th Street, Chicago 60637; (312) 702-8494.

5-7: Accounting. "Accounting Roundtable," National Association of College and University Business Officers, Jacksonville, Fla. Contact: NACUBO, Professional Development Department, Suite 500, One Dupont Circle, Washington 20036; (202) 861-2520.

5-7: Fund raising. "Seize the Opportunity," seminar. Institute for Charitable Giving, San Diego Marriott Hotel, La Jolla, Cal. Contact: ICCO, 500 North Michigan Avenue, Chicago 60611; (312) 222-9737, fax (312) 222-9411.

5-7: Holocaust. "Voices: Institutional and Individual Responses to the Holocaust," biennial conference on Christianity and the Holocaust. Rider College, Lawrenceville, N.J. Contact: Rider College, Lawrenceville, N.J. 08648-3099; (609) 896-5345, fax (609) 896-8029.

5-7: Libraries. "Designing Information: New Roles for Librarians," annual meeting. Association of American College and University Libraries, Urbana, Ill. Contact: William R. Kistner, Graduate School of Library and Information Science, University of Illinois, 410 Dearborn, Urbana, Ill. 61801; (217) 333-3280.

5-7: Philosophy. "The Development of the self," Boston University, Boston. Contact: Robert S. Cohen, Center for Philosophy and History of Science, Boston University, Boston 02215.

5-8: Computers. "Information Technology Choices for Challenging Times," conference. International Business Machines Corporation, Pennsylvania State University, University Park, Pa. Contact: Jeff Almone, (814) 865-0836, or Ted Ruseh, (404) 238-3011.

5-8: Higher education. "Reclaiming the Public Trust: Costs, Quality, Commitments," annual conference. American Association for Higher Education, Chicago Hilton and Towers Hotel, Chicago. Contact: AAHE, Suite 600, One Dupont Circle, Washington 20036; (202) 293-6440.

5-8: Humanities. "The Spanish Jews and the Expulsion of 1492," research conference. National Endowment for the Humanities, University of Southern California, Los Angeles. Contact: Myrtle Lazar, Comparative Literature Program, University of Southern California, Los Angeles 90089-0333; (213) 740-0103.

5-8: Student personnel. Conference. Northwest Association of College and University Housing Officers, Southern Oregon State College, Ashland, Ore. Contact: Kay Rich, (503) 676-2971.

5-8: Student success courses. Four-day workshop on student success courses. College Success Inc., Washington. Contact: csi, 2650 Jackson Boulevard, Rapid City, S.D. 57702-3474; (800) 526-8323, fax (605) 343-7533.

5-7: Publications. "Publishing an Effective Newsletter," workshop. Council for Advancement and Support of Education, Omni Billmore Hotel, Providence, R.I. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

5-8: Accreditation. "Accreditation for Educational Effectiveness: Assessment Tools for Improvement," national symposium. Council on Postsecondary Accreditation, Washington. Contact: CPEA, Suite 305, One Dupont Circle, Washington 20036; (202) 452-1433, fax (202) 331-9271.

5-8: Corporate education. "Capitalizing on Today's Corporate Education Opportunities," conference. Corporate Education Forum, Conrad Hotel, Boston. Contact: Ellen Rothenberg, c/o, 110 Hartwell Avenue, Lexington, Mass. 02173; (617) 862-4030, fax (617) 862-2355.

5-8: Fund raising. "Knowing the Essentials," seminar. John Brown Limited, Harvard Club, New York. Contact: JBL, P.O. Box 296, Peterborough, N.H. 03458-0296; (603) 924-3834, fax (603) 924-7998.

5-8: Fund raising. "Matching Gifts Forum," Council for Advancement and Support of Education, Forum Hotel, Chicago. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

5-8: Fund raising. "Utilizing Planned-Giving Concepts to Raise Major Gifts," seminar. Converse and Associates, Peabody Associates, Suite 320, 6363 Poplar Avenue, Memphis 38119-4804; (901) 684-1181, fax (901) 683-8123.

5-8: Minorities. "Student-Centered Interview Session," Southern Regional Interview of National Scholarship Service and for Negro Students, Passenger Ship Terminal, New York. Contact: SERSS, 965 Mount Luther King, Jr., Drive, N.W., Atlanta 30314-2947; (404) 577-3990.

5-8: Student recruitment. "Recruiting the Adult Student," workshop. Council for Advancement and Support of Education, Forum Hotel, Chicago. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

5-8: Minorities. "Increasing Minority Participation in Multi-Racial Disciplines," videoconference. California State University Extension Services, California State University, 1250 Balfour Boulevard, Long Beach, Cal. 90840-8002; (562) 595-2826.

5-8: Technology. "Educational Technology and Interactive Strategies," videoconference. George Washington University, Washington. Contact: Braden Kuhlman, (800) 476-5001.

5-10: Academics. Pacific-division meeting. American Society for Aesthetics, Pacific Grove, Cal. Contact: Peg Brand, Philosophy Department, University of Oregon, Eugene, Ore. 97403-1202.

5-11: Phenomenology and literature. "Allegory Old and New—In Literature, the Fine Arts, Reality," annual conference. International Society for Phenomenology and Literature, Cambridge, Mass. Contact: A-T Tymoczko, World Phenomenology Institute, 348 Payson Road, Belmont, Mass. 02178; (617) 489-3696.

5-11: Philosophy. "Plugging the Self," symposium. University of Iowa. Contact: Guenter Zoeller, Department of Philosophy, University of Iowa, Iowa City 52242.

5-12: Campus activities. Regional conference. National Association for Campus Activities, Milwaukee. Contact: Jerry Blosser, Special Events Director, University of Wisconsin, Reeve Memorial Union, Oshkosh, Wis. 54901; (414) 424-2525.

5-12: Curriculum. "The Liberal Arts of Education," conference. Michigan Education Foundation, Madison, Wis. Contact: Robert March, 1150 University Avenue, Madison, Wis. 53706; (608) 262-5947.

5-12: Health. "National Community College Wellness Conference," Marquette Community College and other sponsors. Tempe, Ariz. Contact: Mary Gendron, (602) 731-8600, fax (602) 731-8430.

5-12: Business education. "How to Develop and Implement Effective Programs," international conference. International Trade Education, Hotel El Paso, Contact: Small Business Development Center, El Paso Community College, Suite 202, 103 Montezuma Pkwy 79902-3929; (915) 534-3418.

5-12: Child care. "Stimuli in the Bed," Campus Child Care Leaders Association. The Challenge of Excellence, meeting. National Coalition for Child Care, Breckenridge, Colo. Contact: University of Colorado, Office of Child Care Services, Department of Housing, Campus Box 454, Boulder, Colo. 80501-0454; (303) 492-5151.

5-12: Archaeology. Annual meeting. Society for American Archaeology, Portland, Ore. Contact: SAA, Suite 200, 808 17th Street, N.W., Washington 20036; (202) 328-5975.

5-12: Black studies. "Strategies for the 21st Century," annual conference. National Council for Black Studies, C. Childs, (614) 593-1307, Eastern Ohio State University, 115-A Columbus Hall, (614) 292-1035.

5-10: Academic advising. Regional conference. National Academic Advising Association, University of Alabama, Birmingham, Ala. Contact: Nancy Walton, (205) 934-6135.

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Coming Events

Continued From Page A54

- 9-12: Languages. "Central States Conference on the Teaching of Foreign Languages." Wayne State University and other sponsors, Dearborn Hyatt Regency Hotel, Dearborn, Mich. Contact: Donald Spinelli, (313) 577-6241 or (313) 577-3002.
- 10: Legal Issues. "Prepaid College Tuition Plans in the United States: Promise and Problems." conference, University of Houston, Houston. Contact: Institute for Higher Education Law and Governance, University of Houston Law Center, 3800 Culhoun Road, Houston 77204-6370; (713) 749-2557, fax (713) 749-2367.
- 10: Minorities. "Student-Centered Interview Session." Southeastern Regional Office of National Scholarship Service and Fund for Negro Students, Rutgers University, New Brunswick, N.J. Contact: Susan M. Hays, 965 Martin Luther King, Jr., Drive, N.W., Atlanta 30314-2947; (404) 577-3990.
- 10: Teaching. "Language and Gender in the Classroom." workshop, Simon's Rock of Bard College, Great Barrington, Mass. Contact: Judi Smith, Institute for Writing and Thinking, Bard College, Annandale-on-Hudson, N.Y. 12504; (914) 758-7484.
- 10-11: African-American Literature. "Narrative and Aesthetic Traditions in African-American Literature." meeting, Virginia Humanities Conference, Virginia Polytechnic Institute and State University, Blacksburg, Va. Contact: Samuel H. Okoro, New River Community College, Drawer 1127, Dublin, Va. 24064; (703) 674-3600.
- 10-11: American studies. "Oh Brave New World: Discovery and Rediscovery in

- American Culture." conference, Great Lakes American Studies Association, Bowling Green, Ohio. Contact: William E. Grant or Philip G. Terrie, American Culture Studies Program, Bowling Green State University, Bowling Green, Ohio 43403-0237.
- 10-11: Music. Regional meeting, College Music Society, Community College of Aurora, Denver, and University of Missouri, Columbia, Mo. Contact: CMS, 202 West Spruce Street, Missoula, Mont. 59802; (406) 721-9616.
- 10-11: Two-year colleges. "Looking In, Looking Out: the Challenge of Higher Education." spring conference, American Council on International Education, Phoenix. Contact: M. Yukie Tokuyama, Suite 410, One Dupont Circle, Washington 20036; (202) 728-0215.
- 10-12: Leadership. "Leadership and Social Responsibility." conference, Monmouth College, West Long Branch, N.J. Contact: Gloria Nemerowicz, dean of arts and sciences, or Salbu Sarar, Assistant Dean for Leadership Initiatives, Monmouth College, West Long Branch, N.J. 07764-1898; (908) 571-7508.
- 10-12: Minorities. "Celebrating 500 Years of Resistance." meeting, National Chicano Student Conference, University of New Mexico, Albuquerque, N.M. Contact: Tummy Martinez, MESA, University of New Mexico, Box 4, Albuquerque, N.M. 87131; (505) 277-0975 or (505) 277-5020.
- 10-14: Continuing education. "Through the Learning Glass: Beyond Boundaries." national conference, National University Continuing Education Association, San Diego. Contact: NUCEA, Suite 615, One Dupont Circle, Washington 20036; (202) 659-3130, fax (202) 785-0374.
- 11: Music. Regional meeting, College Mu-

- sic Society, California State University, San Bernardino, Cal. Contact: CMS, 202 West Spruce Street, Missoula, Mont. 59802; (406) 721-9616.
- 11-13: Philosophy. Annual meeting, Wisconsin Philosophical Association, University of Wisconsin, Milwaukee. Contact: George C. McMullen, (414) 258-4810.
- 11: Women's studies. "Authorizing Women: the Professionalization of 19th-Century Women Writers." symposium, Library Company of Philadelphia, Philadelphia. Contact: (215) 546-5588.
- 11-13: Music. Regional meeting, College Music Society, University of Portland, Portland, Ore. Contact: CMS, 202 West Spruce Street, Missoula, Mont. 59802; (406) 721-9616.
- 11-14: Higher education. Annual meeting, American Association of Community and Junior Colleges, Phoenix. Contact: 400 East Dupont Circle, Washington 20036; (202) 728-0200.
- 11-15: Public administration. National conference, American Society for Public Administration, Chicago. Contact: ASPA, Suite 700, 1120 G Street, N.W., Washington 20005; (202) 393-7878, fax (202) 638-4952.

12
Palm Sunday

- 12-14: Libraries. "Academic Libraries: Achieving Excellence in Higher Education." national conference, Association of College and Research Libraries, Salt Lake City. Contact: ACRL, 50 East Huron Street, Chicago 60611; (312) 280-2516.
- 12-14: Library. "Reaching America's Educational Goals Through Family Literacy." conference, National Center for Family Literacy, University of North Carolina, Chapel Hill, N.C. Contact: Sharon Darling, NCFEL, Suite 610, 401 South Fourth Avenue, Louisville, Ky. 40202-3449; (513) 261-1131, fax (502) 584-0172, or Rachel Davies, Division of Continuing Education, Campus Box 1020, Friday Center, University of North Carolina, Chapel Hill, N.C. 27599-1020; (919) 962-1124, fax (919) 962-2661.

- 12-15: College unions. Annual conference, Association of College Unions-International, Atlanta Hilton Hotel, Atlanta. Contact: Marsha Herman-Beizen, ACUI, 400 East Seventh Street, Bloomington, Ind. 47405; (812) 332-8017, fax (812) 333-8050.
- 12-15: At-risk young people. "National Youth Professional's Institute: How to Succeed With At-Risk Youth." WAVE Inc., Hyatt Regency Hotel, New Orleans. Contact: Delores Parker, (800) 274-2005.
- 12-14: Collective bargaining. "The Impact of Collective Bargaining on Higher Education: a 20-Year Retrospective." annual conference, National Center for the Study of Collective Bargaining in Higher Education and the Professions, Graduate School and University Center of City University of New York, New York. Contact: Beth Johnson, NCSBEP, Baruch College of CUNY, 17 Lexington Avenue, Box 322, New York 10010; (212) 387-1510.

- 12-15: Fund raising. "Major-Donor Research." workshop, Council for Advancement and Support of Education, Back Bay Hilton Hotel, Boston. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.
- 12-15: Computers and engineering. Conference on computers in engineering, American Society of Mechanical Engineers, Cobo Hall, Detroit. Contact: Gary Gabelle, Renaissance Polytechnic Institute, Department of Mechanical Engineering, Troy, N.Y. 12180-3590; (518) 276-2601, fax (518) 276-6003.

- 12-15: Fund raising. Workshops on donor research, Council for Advancement and Support of Education, Boston. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.
- 12-15: Admissions. College fair, National Association of College Admission Counselors, Montgomery College, Rockville, Md. Contact: NACAC, Suite 430, Alexandria, Va. 22314; (703) 836-2222, fax (703) 836-8015.

- 12-15: Fund raising. "Fund-Raising Forum for Presidents and Chief Development Officers." Council for Advancement and Support of Education, Washington. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.
- 12-15: Personnel. "Pre-Professional Teacher Internship Seminar." and Gallup, Beamer, and Gallup. Contact: Cheryl T. Street, Lincoln, Neb. 68510; (800) 288-8592 or (402) 489-9000.

- 12-15: Academic advising. Regional conference, National Academic Advising Association, Spokane, Wash. Contact: Sid Bapazra, (509) 359-2345.
- 12-15: Business and higher education. "Defining Education and Training to Business and Industry." conference, College Board, Sheraton Harbor Island Hotel, San Diego. Contact: Ellen K. Morris, Conference Director, Office of Academic Learning Services, College Board, 45 Columbia Avenue, New York 10023; (212) 713-8101.

- 12-15: International studies. "The Economic Future of Central Europe: Lessons and Legacies From the Past." conference, University of Minnesota, Minneapolis. Contact: Center for Austrian Studies, (612) 624-9811.
- 12-15: Philosophy and psychology. Meeting, Southern Society for Philosophy and Psychology, Memphis. Contact: Richard Burns, Department of Psychology, Georgia Southwestern College, Americus, Ga. 31709.

17
Good Friday

- 17-18: International studies. "Sun Dialect: Tjuna Borderlands: Problems and Prospects." interdisciplinary symposium, San Diego Mesa College, San Diego. Contact: Jonathan W. McLeod, History Department, San Diego Mesa College, San Diego 92111-4998; (619) 627-2495.
- 17-19: Minorities. "Holders of a Black Tomorrow." world conference of African students, Lincoln University and other sponsors, Society Hill Sheraton Hotel, Philadelphia. Contact: Forerunners Institute, (800) 831-9333.

18
Passover

- 18-19: Philosophy. "Figuring the Self." symposium, University of Iowa, Iowa City. Contact: Kate Neckerman, Project on Rhetoric and Inquiry, 700 Senses Hall, University of Iowa, Iowa City 52241.
- 18-21: Geography. Annual meeting, Association of American Geographers, San Diego. Contact: AAG, 1710 16th Street, N.W., Washington 20009-3198.

19
Easter Sunday

- 19-24: Admissions and records. Annual meeting, American Association of College Registrars and Admissions Officers, Loew's Anatole Hotel, Dallas. Contact: Stephen Twenge, North Lake College, 3001 North MacArthur Boulevard, Irving, Tex. 75038; (214) 659-5225.
- 20-24: Philosophy. "Science, Technology, and Values." conference, Society for Indian Philosophy and Religion, Elton College, N.C. Contact: Chandan Chakrabarti, Campus Box 2236, Elton College, N.C. 27244.

- 20-24: Computers. International conference on computer languages, Association for Computing Machinery and other sponsors, San Francisco. Contact: Mario R. Barbacci, Software Engineering Institute, Carnegie Mellon University, Pittsburgh 15213; (412) 268-7704.
- 20-23: Energy. "Energy and Environment: Transitions in Eastern Europe." international conference, Energy and Environmental Research Center and Power Research Institute Prague, Prague. Contact: Gerald Gilliue Prague, (701) 777-5132, Frank Beaver, (701) 777-2869, or Michael Jones, (701) 777-5152.

- 21: Philosophy. "Marxism and the Natural Sciences." symposium, Boston University, Boston. Contact: Robert S. Cohen, Center for Philosophy and History of Science, Boston University, Boston 02215.
- 22: Technology. "Educational Technology and Interactive Strategies." videoconference, George Washington University. Contact: Braden Kuhlman, (800) 476-5001.

- 22-24: Research administration. "Fundamentals of Sponsored-Project Administration." training program, National Council of University Research Administrators, Washington. Contact: NCURA, Suite 220, One Dupont Circle, Washington 20036; (202) 466-3894.
- 22-24: Alumni. "Managing a Small Alumni Office." workshop, Council for Advancement and Support of Education, Hyatt Regency Hotel, Savannah, Ga. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

- 24-28: Community service. "Experience the Power: National Service Learning Conference." National Youth Leadership Council and Project Service Leadership, Everett Pacific Hotel, Everett, Wash. Contact: (206) 232-7197, or (612) 631-3672.
- 22-24: Environment. "When the Landfill Becomes a Landfill." international conference, California State Polytechnic University, Pomona, Cal. Contact: Land-Lab Conference, California State Polytechnic University, 3801 West Temple Avenue, Pomona, Cal. 91768; (714) 869-4449, fax (714) 869-2292.

- 22-24: Higher education. Deans' seminar, Council of Colleges of Arts and Sciences, Doubtree Hotel, Albuquerque, N.M. Contact: Richard J. Hopkins, Executive Director, CCAS, Ohio State University, 185 University Hall, 230 North Oval Mall, Columbus, Ohio 43210-1319; (614) 292-1882.
- 22-24: Institutional advancement. "Strategies for Effective Community Relationship." workshop, Council for Advancement and Support of Education, Wyndham Harbour Island, Tampa, Fla. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

- 22-24: Learning. "Year of the Renaissance: the Resurgence of Learning." conference, Lawton, Okla. Contact: J. Bowman, Cameron University, 100 West Core Boulevard, Lawton, Okla. 73505; (405) 881-2442.
- 22-28: Legal studies. "Beyond Our Borders: Global Themes in Legal Studies." annual international conference, American Association of Community College Legal Studies, Rye Town Hilton Hotel, N.Y. Contact: John Paul Ryan, American Bar Association, 540 N. Dearborn, Chicago 60610-2010; (312) 462-1100.

- 22-28: Students. Annual conference, National Organization of Student Activities Programs and Partners, Cytom Center SAPP, Suite 106, 4760 Walnut Street, Boulder, Colo. 80301; (800) 972-4038.
- 22-28: Visual studies. "Visual Culture: Film, Photography, History." international conference, University of Wisconsin, Milwaukee. Contact: Kathleen Woodward, Director, Center for Twentieth Century Studies, University of Wisconsin, P.O. Box 413, Milwaukee 53233; (414) 229-4141, fax (414) 229-5994.

- 22-28: William Inge. "The Psychology and Social Issues in the Play and the Life of William Inge and His Contemporaries." annual William Inge Festival Conference, Independence Community College and other sponsors, Independence, Kan. Contact: Jill Worford, Director, William Inge Festival XI, Independence Community College, P.O. Box 708, Independence, Kan. 67301-0708.
- 24: Alumni. "Case Study of a Gold Medal Alumni Relations Program." workshop, Council for Advancement and Support of Education, University of Iowa, Iowa City. Contact: CASE, (202) 328-5900.

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- 24-25: Interdisciplinary studies. "40 Worlds in the New World." interdisciplinary conference on the encounter of Africa and Europe in the Americas, Haitian Institute for Cultural and Scientific Research and University of the District of Columbia, Washington. Contact: Dr. A. Christopher, Department of Foreign Languages, University of the District of Columbia, Room MB4104, 4200 Connecticut Avenue, N.W., Washington 20008.
- 24-28: Minorities. "Race, Class, Culture, and Nationality: the African American Search for Identity." conference, Temple University, Philadelphia. Contact: Temple University, Center for African American History and Culture, White Hall, Suite B18, 13th and Cecil B. Moore Avenue, Philadelphia 19122; (215) 767-0851.

- 24-28: Philosophy. "Simone Weil and the Concept of a Person." meeting, American Well Society, Mount St. Mary's College, Los Angeles. Contact: Eric O. Ige, Los Angeles, Calif. 90033; (213) 525-1212, or Robert Heinemann, Philosophy Department, Illinois College, Jacksonville, Ill. 62650.
- 24-28: Political science. Annual meeting, New York State Political Science Association, Buffalo, N.Y. Contact: Nancy E. McLeod, Department of Political Science, Niagara University, Niagara University, N.Y. 14109; (716) 285-1212, or 322 or Robert Heinemann, Philosophy Department, Illinois College, Jacksonville, Ill. 62650.

- 24-28: Victorian studies. Annual meeting, Midwest Victorian Studies Association, South Bend, Ind. Contact: Michael Clarke, Department of English, Loyola University of Chicago, 6525 North Sheridan Road, Chicago 60626.
- Continued on Page A58

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July 13-17 Suzanne Flynn, Cita Martohardjono

The Literature of Leadership
June 22-26 Michael Kaufman

Changing Concepts of Race in America
June 15-19 Robin Kilson

Surveillance and Society
June 8-12 Gary Marx

Teaching Basic Musicianhip: A Reflective Practicum in the New Uses of the Computer
August 17-21 Joanne Bamberg

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July 13-17 Mark Harvey

Ninja Turtles, the Macho King, & Madonna's Navel: Taking Popular Culture Seriously
June 8-12 Henry Jenkins

1992 and Global Political Change
June 22-26 William Griffith

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July 6-10 Leon Trilling, Eugene Skolnikoff

Narrative Storytelling in Film and Video
July 6-10 Christopher Thornton

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July 13-17 Peter Donaldson

Women and Work: What Difference Does Gender Make?
June 15-19 Isabelle de Courtivron

Enhancing America's Performance
June 15-19 Richard Valley

Building Communities that Work: Understanding the Link Between Power and Culture
July 6-10 Mel King, Antonia Darder

Film Music
August 17-21 Martin Marks

Modern Dances: An Approach to Body Awareness
June 15-19 Beth Sol

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July 20-24 Avela Vicente

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The conference will be focused on the planning, implementation, and presentation of courses designed to improve student performance and retention. John Gardner, Francine McNairy, Sharon Thomas, and Dave Ellis will be the plenary session speakers.

Proposals are welcome on such topics as course research, multicultural student populations, nontraditional student needs, critical thinking, career planning, learning styles, substance abuse education, course promotion,

teacher recruitment and training, large group presentations, multi-section course management, creative ideas for communicating success strategies, and related themes.

For presentation proposal criteria or more information, call or write:

College Survival, Inc.
2650 Jackson Blvd.
Rapid City, SD 57702-3474
Toll-free 1-800-528-8323
FAX 1-605-343-7553

CONFERENCES, CALLS FOR PAPERS

NATIONAL MENTORING ASSOCIATION

- Diversity In Mentoring**
Fifth annual national conference on mentoring in education, business and industry, medical and human services, and community-based organizations.

- April 2 - 4, 1992**
The Knickerbocker Hotel • Chicago, Illinois

A program for managers, administrators, faculty, staff, mentors/protégés covering:

- The mentor/mentee relationship
- Evaluating the results of mentoring
- Funding, managing, marketing the mentoring program
- Recruiting, choosing, and training mentors

For information and registration contact:
Christine Zink
The National Mentoring Association
Office of Conferences and Institutes
Western Michigan University
Kalamazoo, MI 49008-5161
(616) 387-4174 FAX: (616) 387-4222

WMU

14th CONFERENCE
ON THE CARIBBEAN
OCHO RIOS, JAMAICA

Monday, March 23, 1992
July 29-31, 1992

Theme:
The Caribbean in the 21st Century

Program Information
Tel: 606-257-6966
Fax: 606-258-1072
(University of Kentucky)

Travel Information
Tel: 800-327-9974
\$499 for 8 nights (the hotel, airfare, breakfast, banquet, tour)
(Shirley or Shelia)

Association of Caribbean Studies
P.O. Box 22052
Lexington, KY 40522

Call for Papers

17TH ANNUAL EUROPEAN
STUDIES CONFERENCE

Omaha, Nebraska
October 15-17, 1992

A cross-national, cross-disciplinary meeting on issues relating to Europe from the Atlantic to the Urals. Abstracts of papers/panels should be submitted by March 27, 1992 to Bernard Kolassa, Conference Coordinator, Political Science, University of Nebraska at Omaha, Omaha, Nebraska 68182 (Telephone: 402-554-3617).

Conference proceedings will be published.

Celebrate the Century In
Washington,
DC

American Psychological Association
100th Annual Convention
Washington, DC
August 14-18, 1992

For information on:
Convention Registration
Job Placement Service
Continuing Education Workshops
Academic/Scientific Seminars

Clip this ad and send it to: American Psychological Association, Marketing Dept., 750 First Street NE, Washington, DC 20002-4242, or call (202) 336-5570 (no collect calls, please).

Name	
Address	
City	State Zip

To apply, send a resume and a supporting letter from your department chairperson. Include information about degree of student contact, courses being taught, and student advising.

Send your application before April 22, 1992 to:
Dean of Graduate Studies
Woods Hole Oceanographic Institution
Woods Hole, MA 02543
Telephone (508) 457-2000 x2200
Fax to (508) 457-2188

Part of an educational program to enhance student opportunities, especially for minorities and women, sponsored by the Environmental Sciences Directorate of the Office of Naval Research.

WORKSHOPS, CALLS FOR PROPOSALS

HOLLINS

and
The Center for the Development of
Pluralistic Leadership
Present a

SUMMER INSTITUTE ON
CAMPUS DIVERSITY

at
Hollins College • Roanoke, Virginia
June 24-28, 1992

Join your colleagues on the beautiful Hollins College campus near the Blue Ridge Mountains for a four-day institute focused on issues related to racial, ethnic, and cultural diversity on American campuses. Learn program strategies. Gain cross-cultural awareness. Experience cultural diversity. Topics will include:

- Race and Ethnic Relations
- A Colloquium on Ethnicity
- Legal Issues and Campus Diversity
- Models for Student Leadership
- Admitting and Retaining Students of Color
- Counseling Students in a Diverse Environment
- Mobilizing Employees for Diversity
- Diversity in the Classroom
- Creating a Culturally Affirming Environment and more...

Institute fee of \$425 covers registration, housing, meals, and all conference materials. Detailed program information and registration forms available in April.

For registration information: Rebekah Woodie (703) 562-6301
For program information: Joyce Suber (404) 665-8840

MILLS Call For Proposals

A national conference co-sponsored by Mills College and the American Association of University Women

TAKING THE LEAD:
Balancing the Educational Equation
ISSUES OF EQUITY AND DIVERSITY FOR WOMEN AND GIRLS

October 23-25, 1992
Mills College, Oakland, California

We invite proposals for papers, workshops, panel discussions and symposia that speak in diverse voices on equity issues for the education of girls and women in school and college, and the impact of educational equity on career development, in the workplace, in the family, and in the community. Two-page proposals and presenters' vitae should be submitted by June 15.

to: Dr. Edna Mitchell, Director of Graduate Study
Mills College, Oakland, CA 94613
(510) 430-3309

CALL FOR PROPOSALS

ON
EDUCATION OF WOMEN

- Proposals focusing on a wide variety of topics including:
- Learning Environments • Self-esteem Development
 - Leadership • Retention in Science
 - Curricular Innovations • Educational Equity for Women

Comparative studies welcome. Deadline for 5-page proposals: March 31, 1992
Call or write for guidelines to:
Executive Director • Women's College Coalition • 1090 Vermont Avenue, N.W.
Third Floor • Washington, D.C. 20005 • Tel: (202) 789-2256

Coming Events

Continued From Page A56

- 24-26: **Women's studies.** "Reassessing the Grounds for Our Struggle: Connecting Women's Lives in Theory, Practice, and Performance." Conference. Bowling Green, Ohio. Contact: Arlene Spoor, (419) 372-7133.
- 24-26: **Children and legal issues.** "The Law and Children's Mental Health." Institute. Nova University and Cleveland Clinic Foundation, Fort Lauderdale, Fla. Contact: (800) 541-6682, ext. 7572 or (305) 475-7572, or (305) 760-3798.
- 24-26: **Philosophy.** Central-division meeting. American Philosophical Association, Louisville, Ky. Contact: Hugh McCann, Philosophy Department, Texas A&M University, College Station, Tex. 77843.
- 26: **Freshman-year experience.** "Freshman Seminar Instructor Training." workshop. University of South Carolina and other sponsors. Detroit. Contact: Freshman Year Experience, (800) 777-6029.
- 26: **History.** Semi-annual conference. New England Historical Association. Assumption College, Worcester, Mass. Contact: Peter C. Holleran, (617) 731-7066.
- 26-28: **Assessment.** "Quality in Prior Learning Assessment Programs." workshop. Council for Adult and Experiential Learning, Chicago. Contact: Diana Bamford, (312) 922-5929.
- 28-31: **Critical thinking.** "Critical-Thinking Teaching Strategies." regional institute. Foundation for Critical Thinking, Pittsburgh. Contact: Center for Critical Thinking, Sonoma State University, Rohnert Park, Cal. 94923. (707) 664-2940.
- 28-27: **Teaching.** "Teaching Writing and Social Difference: Workshops on Innovative Instructional Practices." University of Chicago, Chicago. Contact: Pearl Gonzalez, (312) 702-7503, fax (312) 702-6814.
- 28: **Admissions.** College fair. National Association of College Admission Counselors. Anaheim, Cal. Contact: (703) 836-2222.
- 28-31: **Business officers.** "Senior Financial Officers Conference." National Association of College and University Business Officers. Jacksonville, Fla. Contact: NACUBO, (202) 861-2520.
- 28-29: **Fund raising.** "Tax Planning for the Non-Technician." seminar. Institute for Charitable Giving. Des Moines, Iowa. Contact: Rick, (515) 282-9757.
- 28-29: **Science.** Annual meeting. National Academy of Sciences. Washington. Contact: (202) 334-2138.
- 27: **Student success sources.** One-day seminar on student success. College Survival Inc., San Francisco. Contact: csi, (800) 528-8323.
- 27-28: **Fund raising.** "Funding and Managing Your Institutionally Related Foundation." workshop. Council for Advancement and Support of Education. Washington. Contact: CASE, (202) 328-5900.
- 27-29: **Fund raising.** "Donor Personal Communication in Major Donor Solicitation." workshop. Council for Advancement and Support of Education. Washington. Contact: CASE, (202) 328-5900.
- 27-29: **Student loans.** "Student-Loan Management and Collections." workshop. National Association of College and University Business Officers. College of Journalism and Mass Communication, University of Massachusetts, Amherst. Contact: (617) 252-2243. (For further information, see *Federal Register*, February 7, Pages 4,796-7.)

Deadlines

A symbol (a) marks items that have not appeared in previous issues of The Chronicle.

FELLOWSHIPS

- March 31: **Children's literature.** Applications for fellowships for research using the De Gruyter Collection. Contact: Dee Jones, de Gruyter Collection, Southern Station Box 5148, University of Southern Mississippi, Hattiesburg, Miss. 39406-5148; (601) 266-4349.
- March 31: **German studies.** Applicants for young scholars for postdoctoral resident fellowships for studies in the social sciences. Contact: Bosch Younger Scholars Program in the Social Sciences, American Institute for Contemporary German Studies, Johns Hopkins University, Suite 350, 11 Dupont Circle, Washington 20036; (202) 332-9312.
- April 1: **Community service.** Applications for two-year fellowships under the Southern Community Partners Program. Contact: Southern Community Partners Program, 214 Taylor Education Building, North N.C. 27707; (919) 683-1840.
- April 1: **Engineering and government.** Applications for participation in the American Society of Mechanical Engineers' Federal Government Fellowship Program, which follows work with the staff of a Congressional committee, U.S. Senator or Representative, in the White House, Office of Science and Technology Policy, or in the U.S. Commerce Department's Technology Administration during 1992.

93. Contact: Pamela Roznoy, American Society of Mechanical Engineers, Suite 906, 1828 L Street, N.W., Washington 20036; (202) 785-3756, fax (202) 429-9417.
- April 1: **Adult education.** Applications for fellowships for research on "Adult Learning, Assessment, and Reflection." Contact: Judy Reardon, Empire State College of State University of New York, One Union Avenue, Saratoga Springs, N.Y. 12866; (518) 587-2100, ext. 287.
- April 1: **Africa.** Applications for short-term fellowships for research in West Africa, in any discipline. Contact: Sheri Price, Council of American Overseas Research Centers, Suite 3123, 1100 Jefferson Drive, S.W., Washington 20560.
- April 1: **Black studies.** Applications for the Lelia Woods Brown Graduate Fellowship in African-American History and Culture. Contact: Graduate School of Arts and Sciences, George Washington University, Phillips T-212, Washington 20057; (202) 994-6210.
- April 1: **Humanities.** Applications for fellowships for Spring 1993. Contact: Virginia Center for the Humanities, 145 Edman Drive, Charlottesville, Va. 22903-3207; (804) 924-3296.
- April 1: **Liberal arts.** Applications for summer internships from graduate students in the humanities or social sciences who are interested in careers as archivists or librarians in special-collections research libraries. Contact: Beth Curro-Horrocks, Assistant Librarian and Manuscript Librarian, American Philosophical Society Library, 105 South Fifth Street, Philadelphia, Pa. 19106; (215) 440-3409.
- April 1: **Engineering and sciences.** Applications for resident, cooperative, and postdoctoral research associateships with residence at federal agencies or research institutions. Contact: Association for Program (404)3061, Office of Scientific and Engineering Personnel, National Research Council, 2101 Constitution Avenue, N.W., Washington 20418; fax (202) 334-2759.
- April 1: **German studies.** Applicants for fellowships for resident summer research. Contact: American Institute for German Studies, Johns Hopkins University, Suite 350, 11 Dupont Circle, Washington 20036; (202) 332-9312.
- April 1: **Health physics.** Applications from faculty members in health physics and related technical areas for awards for research in applied health physics. Contact: Health Physics Faculty Research Award Program, Science/Engineering Education Division, Attention: Rhonda Sullivan, Oak Ridge Associated Universities, P.O. Box 117, Oak Ridge, Tenn. 37831-0117; (615) 576-1087.
- April 1: **International studies.** Applications from teachers of Spanish for summer fellowships for study in Spain. Contact: Jill Fischer, Oak Ridge Campus, 106 Nicholson Hall, 216 Pillsbury Drive, S.E., University of Minnesota, Minneapolis 55455.
- April 1: **Education research.** Applications from individuals for fellowships for research in the Department of Education's Office of Educational Research and Improvement. Contact: Jeffrey Gilmore, Department of Education, Office of Educational Research and Improvement, Room 615, 555 New Jersey Avenue, Washington 20208-5647; (202) 219-2243. (For further information, see *Federal Register*, February 7, Pages 4,796-7.)

GRANTS

- April 1: **Humanities.** Applications for grants for higher-education programs in the humanities. Contact: Division of Education Programs, National Endowment for the Humanities, Room 302, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0380.
- April 1: **Humanities.** Applications for grants to enable American scholars to pursue research in the United States and abroad on foreign cultures and to collaborate with foreign colleagues. Contact: National Endowment for the Humanities, Room 318, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0204.
- April 1: **International studies.** Applications for grants under the Developmental Billingsley Education Program. Contact: So-corro Lara or Rebecca Richey, Department of Education, 400 Maryland Avenue, S.E., Room 3086, Switzer Building, Washington 20202-6641; (202) 732-3700. (For further information, see *Federal Register*, January 30, 1992, Pages 3,618-9.)
- April 1: **Women.** Applications for small grants for a doctoral research center, a national repository of social and behavioral sciences data for the study of lives over time with a special focus on the lives of women. Contact: Murray Research Center, Radcliffe College, 10 Garden Street, Cambridge, Mass. 02138; (617) 495-8140.
- April 20: **Black colleges.** Applications from

- black colleges for grants from the U.S. Regulatory Commission to support research and the exchange of information. Contact: Leslie Mills, (202) 429-9417. (For further information, see *Federal Register*, February 21, Pages 6,214-6,215.)
- April 20: **Nuclear engineering.** Applications for grants for nuclear engineering research. Contact: Larry Buehler, Science Education Program, 1800 Energy, 1000 Independence Avenue, S.W., Washington 20585; (202) 429-9417.
- April 24: **Metrolgy.** Applications for grants for research in the National Metrology Education Equipment Program. Contact: Doris White, Coordinating Officer, National Metrology Education Equipment Program, 1000 Independence Avenue, S.W., Washington 20585; (202) 429-9417.
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INSTITUTES, WORKSHOPS

- April 1: **Continuing education.** Applications for participation in the Institute for Management in the Institute for Life Education in Cambridge, Mass. Contact: Management of Life Education, 339C Gutman Library, Harvard Graduate School of Education, Cambridge, Mass. 02138; (617) 495-3572.
- April 24: **Experiential learning.** Applications for participation in the Institute for Experiential Learning. Contact: Institute for Experiential Learning, Harvard Graduate School of Education, Cambridge, Mass. 02138; (617) 495-3572.
- April 24: **Experiential learning.** Applications for participation in the Institute for Experiential Learning. Contact: Institute for Experiential Learning, Harvard Graduate School of Education, Cambridge, Mass. 02138; (617) 495-3572.
- April 24: **Experiential learning.** Applications for participation in the Institute for Experiential Learning. Contact: Institute for Experiential Learning, Harvard Graduate School of Education, Cambridge, Mass. 02138; (617) 495-3572.

PAPERS

- April 1: **Advertising.** Research on advertising and advertising literature in consideration for awards offered by the Association for Education in Journalism and Mass Communication. Contact: Jeffrey Gilmore, Department of Education, Office of Educational Research and Improvement, Room 615, 555 New Jersey Avenue, Washington 20208-5647; (202) 219-2243. (For further information, see *Federal Register*, February 7, Pages 4,796-7.)
- April 1: **Advertising.** Research on advertising and advertising literature in consideration for awards offered by the Association for Education in Journalism and Mass Communication. Contact: Jeffrey Gilmore, Department of Education, Office of Educational Research and Improvement, Room 615, 555 New Jersey Avenue, Washington 20208-5647; (202) 219-2243. (For further information, see *Federal Register*, February 7, Pages 4,796-7.)

lish, U-25, University of Connecticut, Storrs, Conn. 06268.

- April 15: **May Sartori.** Papers for possible presentation at a conference on the life and work of May Sartori, to be held in June in Portland, Me. Contact: Anne G. Arsenault, Continuing Studies, Westbrook College, 716 Stevens Avenue, Portland, Me. 04103.
- April 15: **Social work.** Proposals on the theme "Social Work Today and Tomorrow: Moving from Theory to Advanced Training and Practice," for possible presentations at the annual symposium of the Association for the Advancement of Social Work With Groups, to be held in October and November in Atlanta. Contact: Bruce A. Thyer, School of Social Work, University of Georgia, Athens, Ga. 30602; (404) 542-5440.
- April 17: **Education.** Proposals on the theme "Redefining Education: Creative Solutions Through Partnership and Collaboration," for possible presentations at the annual meeting of the Northeast Region Association of Academic Affairs Administrators, to be held in November in Baltimore. Contact: Eugene A. Peterman, Assistant Dean, Bryant College, 1150 Douglas Pike, Smithfield, R.I. 02917; (401) 232-6308.
- April 18: **Arts and liberal arts.** Abstracts of papers for possible presentation at a national conference on liberal arts and the education of artists, to be held in October in New York. Contact: Laurie Johnsen, Humanities and Sciences Department, School of Visual Arts, 209 East 23rd Street, New York 10010-3994; (212) 679-7350, ext. 441, fax (212) 725-3587.
- April 20: **Business.** Articles on business and management for possible publication in *Journal of Business and Management*. Contact: Frank Strier, Editor, *Journal of Business and Management*, School of Management, California State University-Dominguez Hills, Carson, Cal. 90747; (310) 516-3556.

1992	April							1992
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26	27	28	29	30				

- April 20: **Writing.** Proposals for possible presentations at a conference on basic writing, to be held in October in College Park, Md. Contact: Carolyn Kierkegaard, Department of English, York College of Department of English, York College, N.Y. 11431; (718) 262-2470, fax (718) 262-2027.
- April 20: **Writing.** Proposals for possible presentations at a conference on basic writing, to be held in October in College Park, Md. Contact: Carolyn Kierkegaard, Department of English, York College of Department of English, York College, N.Y. 11431; (718) 262-2470, fax (718) 262-2027.

TELECONFERENCES

A Live-Interactive Teleconference

THE GENIE IN THE GENOME
focusing on the social, ethical, scientific, and public policy issues
surrounding the Human Genome Project

April 9, 1992 12:30 - 3:00 pm (ET)
Robert Bazell, NBC News, Moderator

Robert M. Cook-Deegan
Abbey S. Meyers
Martin C. Reichsteiner

Target Audience: Educators, Scientists, Health Care Professionals,
and Students in U.S. Colleges and Universities

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